

DOCUMENT RESUME

ED 250 561

CE 040 137

AUTHOR Vernon, Valerie J.
TITLE Vocational Education for Limited English Speaking Students: A Handbook for Educators.
INSTITUTION Temple Univ., Philadelphia, PA. Dept. of Vocational Education.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE 84
NOTE 97p.
PUB TYPE Guides - Non-Classroom Use (055) -- Reference Materials - Bibliographies (131) -- Reference Materials - Directories/Catalogs (132)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Bilingual Education; Bilingual Instructional Materials; *Classroom Techniques; Community Resources; Competence; *Cultural Background; Cultural Traits; *Educational Resources; *English (Second Language); Ethnic Groups; Hispanic American Culture; Hispanic Americans; Indochinese; Instructional Materials; *Limited English Speaking; Secondary Education; Student Welfare; Teaching Methods; Vocational Education

ABSTRACT

This handbook was developed to assist vocational educators in meeting the needs of the growing Limited English Speaking (LES) population in the regular classroom. The guide is organized in five sections. The first section of the handbook provides a list of needed teacher competencies for teachers of LES students in regular vocational classrooms, while section II gives specific strategies for implementing these competencies. Section III describes sources of instructional support that can be found in the school setting. Cultural background and educational needs of two cultures, Hispanic and Indochinese, are found in Section IV. The final section contains appendices which detail where instructional materials and resource assistance specifically designed for LES students can be obtained. (Bilingual materials are listed in this section.) (KC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED250561

PA 8413509

VOCATIONAL EDUCATION FOR
LIMITED ENGLISH SPEAKING
STUDENTS:
A HANDBOOK FOR EDUCATORS

Prepared By:

Valerie J. Vernon
Resource Associate:

For the
Bilingual Vocational Project Office
364 Ritter Hall
Department of Vocational Education
Temple University
Philadelphia, Pennsylvania 19122

Project Director:
Raymond S. Lolla, Ph.D.

Supported By:
The Bureau of Vocational Education
Harrisburg, Pennsylvania
1984

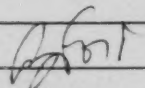
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY



TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

CE 040137

TABLE OF CONTENTS

I. Introduction	1
A. Teacher Competencies	1
B. Definitions	2
II. Instructional Strategies	3
Informal Language Assessment	4
Adapting Texts and Materials	6
Designing Instruction	9
Testing the LES Student	11
Involve Parents	14
Use Community Resource Persons	15
III. Instructional Support	16
A. ESL Program	17
B. Bilingual Aide	18
C. Peer Tutor/Translator	19
D. Counselors	20
IV. Cultural Background and Educational Needs	21
A. Hispanic Culture	22
B. Indochinese Culture	24
V. Selected Resources	26
Appendix A - Bibliography of currently available Bilingual LES Instructional Materials for Career Awareness and Vocational Education	
Appendix B - Listing of Resource and Community Agencies	
Appendix C - Listing of Microfiche available at Bilingual Vocational Project Office	
Appendix D - Listing of Publications available at Bilingual Vocational Project Office	

I. INTRODUCTION

Vocational educators today face the challenge of providing instruction and special assistance to their limited English speaking students. According to the Survey of Income and Education (SIE) conducted by the U.S. Bureau of the Census, spring, 1976, persons whose native language is other than English have not experienced a high level of economic or occupational success and have high rates of unemployment. This non-English speaking population is projected to increase from 30 million in 1980 to 34.7 million in 1990.

This handbook was developed to assist the vocational educator in meeting the needs of the growing LES population in the regular classroom.

Vocational educators must have a variety of skills and knowledge in order to work effectively with LES students. The following list of teacher competencies may be helpful in determining these specific skills.

A. TEACHER COMPETENCIES

Developed by: National Center for Research in Vocational Education
For: Vocational Teachers

1. Identify students with limited English or non-English speaking ability
2. Promote human and cultural awareness
3. Build a positive self-image
4. Prepare instructional materials
5. Utilize community and educational resources
6. Use plain (simple) English
7. Develop specialized instructional methods and techniques
8. Expose students to the world of work
9. Evaluate student performance

Developed by: Kirschner Associates, Inc.
For: Bilingual Vocational and ESL Teachers

Plan for Instruction

- Identify the Vocational Skills Currently Required in the Specific Job
- Develop Performance Objectives
- Develop a Course Outline
- Organize the Vocational Laboratory to Simulate the Job Environment
- Develop Lesson Plans
- Develop Bilingual Vocabularly Lists of the Words Most Frequently Used in the Specific Job
- Plan for Bilingual Job Safety Instruction
- Coordinate Vocational Skills Instruction with the ESL Instructor

Use Instructional Materials and Equipment

- Assess Instructional Materials in Terms of the Vocational Skills Currently Required in the Specific Job
- Select Printed and Audiovisual Instructional Materials for Trainees of Limited English-Speaking Ability

Adapt Materials Used in the Specific Job for Trainees of Limited English-Speaking Ability

Provide Instruction

Determine When Instruction Provided in English Is Understood
Use Trainees' Native Language When Instruction in English is Not Understood

Present an Explanation

Conduct a Demonstration of a Job Skill

Guide Trainee Practice

Permit Trainees to Learn at an Individual Pace

Prepare for the Employment of Students

Assist Trainees in Obtaining a Job

Prepare Trainees for Working in a Specific Job Environment

Measure Student Progress

Prepare Instruments/Procedures to Evaluate Performance

Determine Whether the Trainee Has the Vocation Skills Required for the Specific Job

Maintain Records of Trainee Progress

Source: Bilingual Vocational Education Project, Northwest Educational Cooperative (NEC), 500 S. Dwyer Avenue, Arlington Heights, IL 60005.

Section II of this handbook gives specific strategies for implementing these competencies. Section III describes sources of instructional support that can be found in the school setting. Cultural Background and Educational needs of two cultures, Hispanic and Indochinese, are found in Section IV. The Final section details where instructional materials and Resource assistance specifically designed for LES students can be obtained.

B. DEFINITIONS

Bilingual - Individuals having or using two languages (Webster's Third International Dictionary).

ESL - English as a Second Language.

LES - "Limited English Speaking" individuals whose native tongue is a language other than English, and by reasons there of have difficulties speaking and understanding instruction in the English Language (20 U.S.C. 880b-1).

II. INSTRUCTIONAL STRATEGIES

This section outlines six instructional strategies that can be used in the instruction of LES vocational students.

The LES student should be, of course, learning the same skills and knowledge as the non-LES student in order to become employed. They do, however, require different methods, techniques, materials, and instructional time. These will vary according to the proficiency level of the LES student, and so the vocational teachers must be aware and flexible in regard to these varying levels.

INFORMAL LANGUAGE ASSESSMENT¹

In order to determine the instructional and special assistance needs of LES students, an informal language assessment should be conducted by the vocational instructor. From this assessment, the vocational instructor can determine how the student's special needs can be met in the classroom.

A. Oral/Aural Assessment.

If at all possible, conduct a private interview to determine the listening and speaking ability of the student. Begin by putting the student at ease. Introduce yourself and let the student introduce him/herself. At first, ask questions that require simple answers, i.e., "How old are you?", and "Where do you live?" Proceed to asking about their family, their interests or career goals, their previous vocational training or work experience. Open ended questions and follow up questions should be asked in order to determine the student's level of proficiency.

B. Assess student's vocational interest and skills.

Invite the student to tour the classroom and lab with you. Have him/her identify various tools, equipment, materials and their uses using their native language or English if possible. Be aware that the student may be familiar with the tools or equipment but not know the English names.

C. Assess student's reading comprehension in regard to your materials.

Have the student read a short passage of the textbook or other materials used in your class. Ask the student to summarize what they have read.

D. Ask the ESL teacher, counselor, or social worker to provide you with any functional assessment information they have regarding:

1. The student's level of writing, reading, oral comprehension and proficiency. Check that the assessments are recent. If not, arrange for a new assessment to be done.
2. Family and cultural background.
3. Career interest and aptitudes.

More formal assessments can be made by using oral English proficiency tests, such as those listed below.

<u>Examples:²</u> <u>Test</u>	<u>Publisher</u>	<u>Description</u>
1. Bilingual Vocation Oral Proficiency Test	Melton Peninsula, Inc.	Four parts (30 min.): 1. Questions & Answers 2. Open-ended interview 3. Imitations 4. Imperatives (based on colorful photos)
2. Ilyin Oral Interview	Newbury House	Picture-controlled interview
3. Placement Test for Non-English Speakers	Adult Basic Education Brooklyn, N.Y.	Students respond to questions about themselves in an oral interview
4. English Language Skills Assessment (ELSA)	Newbury House	Oral proficiency test
5. English as a Second Language Oral Assessment (ESLOA)	Literacy Volunteers of America, Syracuse, N.Y.	Oral test which measures aural comprehension and production

Sources:

¹Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators. Illinois State Board of Education, 1982.

²Curtis H. Bradley and Joan E. Friedenberg, Foundations & Strategies for Bilingual Vocational Education, Center For Applied Linguistics, 1982, pg. 106.

ADAPTING TEXTS AND MATERIALS

*A. Supplement reading materials

1. Use other activities to teach or reinforce concepts presented in text, such as demonstrations, hands on activities, multi-media presentations, etc.
2. Use visuals to illustrate concepts.
3. Provide brief outlines or student guides in simplified English or the student's native language.

*B. Highlight key points

1. Teach students to use index graphs, chapter headings and other resources to skim content and identify important concepts.
2. Orally preview the work for them.
3. Circle, underline or mark important words or statements prior to giving it to the student. Specifically, alert them to your processes.
4. Utilize fill-in-the-blank type assignments, concentrating on the important concepts.

*C. Develop supplementary materials in the native language or a bilingual format.

1. Instructional materials for a vocational course written in the native language should include:
 - a. Safety language
 - b. Objectives, requirements and skills to be learned and procedures for student grading in the course.
 - c. Essential vocabulary
 - d. Key concepts
2. Present key concepts in outline or paragraph form in the native language or bilingual format.

+D. Adapt or rewrite materials into simpler English.

1. Gauging the level of difficulty of your texts and handouts. In general ...
 - a. The greater the variety of sentence structures and vocabulary there is in written material, the more difficult it is to comprehend.

- b. The greater the utilization of visuals there is, the greater is the level of comprehension.
 - c. The use of questions in written material: the more words there are in the question which can be found in the original piece, the easier it is to answer correctly.
 - d. The use of syntactical forms: The greater the use of passive voice there is (complex tenses, modals, complex/long sentences, two-word verbs, and ambiguous terms), the lower is the level of comprehension.
- +2. Introduce redundancy - repeating the same information to facilitate acquisition of meaning of a message. This tactic is done constantly in everyday oral communication by the use of speech and simultaneous non-verbal gestures.
- a. Repeat and/or eliminate
One way to make written materials more redundant is to repeat key ideas by consistently using the same words to refer to them ... no substitutions or eliminations.
 - b. Reduce Embedding
Embedding is putting two or more ideas into one sentence. This type of multi-concept sentence tends to confuse the LES student.
 - c. Use inherent grammatical redundancy of expectation
There are certain words we learn to expect to come after others: "Mow" is usually followed by "lawn". If someone used "mow" in a metaphoric sense to refer to something else such as: "The family had to mow its budget last year," it would compound the process of language acquisition for the LES student.
 - d. Reduce Nominalization
Nominalization is the making of a verb into a noun. Instead of "Their decision regarding our request was very disappointing," the following would be clearer: "We requested permission to leave a week early. They decided we couldn't. That disappointed us very much." (pp. 161)
- +3. Eliminate low-frequency words, jargon, euphemisms, abstractions, figurative speech, etc. or define them in an adjacent sentence.
- +4. Complex syntactic patterns tend to be vague and confusing to the LES student.
- a. The longer the sentence, the more grammatically complex it tends to be. However, a long simple sentence (just one independent clause) is easier to understand than a comparatively shorter complex sentence (dependent clauses with an independent clause.)

- b. Other aids which may help you in simplifying a passage are:
- eliminate any non-essential details from the reading.
 - include illustrations to enhance meaning.
 - use shorter paragraphs.
 - avoid expressions (idioms) such as, "you hit the nail on the head."

REMEMBER: Simplifying written and oral material does not necessarily mean that a shorter version of the original will result: In most cases, the simplification is an expanded version.

+5. WAYS TO SIMPLIFY LARGE UNITS OF TEXT (TEXTBOOKS)

- a. Reduce the quantity of material to be dealt with at one time.
- b. Reduce a large reading to selected important key paragraphs rather than simplifying the entire text. Direct the learner by two or three questions per paragraph in order to point out the main ideas.

*Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators. Illinois State Board of Education, 1982.

+The material is taken from the "Simplification" chapter in Adaptation in Language Teaching by H.S. Madsen and J.D. Bowen. (Newbury House, Publishers, Inc.) The page numbers in parentheses refer to this book.

DESIGNING INSTRUCTION

A. Simplify the lesson

1. Present only one concept at a time and simplify the manner in which you present it.
2. Emphasize only the relevant information.
3. Use a multisensory approach to convey meaning (e.g., slides, films, tapes, video tapes, visuals).
4. Demonstrate as you present the lesson.
5. Maximize use of hands-on activities and limit activities involving extensive reading or writing.
6. Have pictures labeled with the names of things you are using.
7. Provide oral and written instructions for each day's assignment.
8. Write the process or depict the process in a captioned sequence of pictures.
9. Provide opportunities for group work so that peer instruction and modeling can be utilized.

B. Simplify your English

1. Find alternatives to lecturing whenever possible.
2. Use simple sentence structure, simple vocabulary, and short sentences.
3. Use redundancy.
4. Keep terminology constant.
5. Use actions and body language to help clarify meaning.
6. Present the information in small sequential steps.
7. Simplify directions.
8. Use common everyday English words.
9. Avoid unnecessary language, i.e., too much description, too many adjectives and adverbs.
10. Avoid euphemisms.

11. Use standard--predictable recurring "formulas" for directions and procedure explanations. (A formula is a group of words used regularly for the same purpose in similar contexts.)

C. Encourage successful learning

1. Give the LES student the opportunity to participate in the task.
2. Include the LES student in class discussions and questioning, and when asking a question of the LES student, begin with yes/no, either/or questions and then proceed to Wh questions.
3. Give your LES student the opportunity to communicate with native English speakers by having the LES student work in pairs or small groups.
4. Encourage peer tutoring.
5. Find a bilingual person to tape record safety-related and subject-related language.
6. Encourage students to carry and use a bilingual dictionary and to compile a glossary of terms in English or their native language.
7. Encourage your students to seek information or get clarification. Teach them "formulas." Example - "Can you help me?"
8. Show your LES student how to find out the answers on his/her own by observation of others performing the task.

References:

Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators. Illinois State Board of Education, 1982.

Pre-Service Training for Vocational Teachers of the Limited-English Speaking. Illinois State Board of Education, 1982.

TESTING THE LES STUDENT

1. Only test the objectives of the course.*
2. Only test what has been taught.*
3. Only test the objectives of the lesson.
4. Tell students specifically what material is to be covered on the exam.* Outline sheets can be helpful.
5. Teach the content the way you will test it. Keep in mind:
 - which language skills will I test? (list, spelling, reading, writing) Inform the students of the need for correct spelling.
 - what form will the test take (objective-subjective multiple choice, etc.) Present model questions as a form of review.
 - have I used the same language to give directions in class as I will use in giving directions in the test?* (maintain consistency)
6. Familiarize students with test format before giving examination.*
7. Devise a test whose directions are clear, easy to follow and easy to correct. Check to see this is so. +
8. Test one concept at a time whenever possible. +
9. Test in context, whenever possible.*
10. Use the stated objectives of the course as guidelines for correcting, i.e., use criterion-referenced, not norm-referenced, tests. +
11. View exams as a learning experience for both the teacher and the student. Help student identify his strengths and weaknesses. Moreover, provide the student with specific and supportive suggestions whenever possible.*
12. Try to avoid standardized tests. +
13. Allow for any means at the disposal of the LES student to demonstrate mastery of your content-area, including non-verbally. +
14. Encourage opportunities for your student to actually demonstrate his/her technical abilities in your lab.

15. Objective testing formats and degrees of complexity for the LES learner.

Matching

Easier

Multiple Choice

Simple True/False

Fill-in-blanks

More Difficult

True/False Corrected Statements

Printed questions

Essay questions

16. Alternative testing formats include:⁺

- a. Have student give another student directions on how the task is done. Forewarn the recipient of the directions that he is to do only what he is directed to do by the LES student.
- b. A face to face interview which includes English relevant to work situations, social discourse, understanding and carrying out verbal instructions, self expression and/or description of something.
- c. Use a CLOZE passage. Present the first 20 words of the task or procedure in their entirety and then omit every 5th word or a key function or key notion. Student must fill in correct word. 55%--too easy/44-54%--o.k./43%--too hard.
- d. Strip Story - Represent each step of task/procedure as a sentence. Place them on a paper in a jumbled order. Student must re-arrange the steps to coincide with the proper sequence.
Objectives: (1) listening, speaking and pronunciation skills
(2) use of memory, chronological and logical ordering.

17. Adapt Testing Procedures¹

- a. Involve the ESL or bilingual teacher/aide in orally interpreting tests and quizzes for the LES student. Allow students to answer in their native language if an aide or interpreter is available. In some instances, it may be helpful to have bilingual versions of the tests prepared.
- b. Look for bilingual or native language versions of vocational achievement tests in your vocational area. Some commercial publishers are now preparing these tests in bilingual and native language versions. Be careful to determine the native language reading level, since uneducated LES students may not read proficiently in their native language.

- c. Use performance and oral identification tests with LES students whenever possible. Often these types of tests verify the student's ability to perform job tasks under conditions that are simulated but represent the situations and conditions they will find in the work world.
- d. Consider eliminating or reducing the time constraints for test completion in situations where it is appropriate.
- e. Repeat and clarify the directions for completing the test as needed to be certain that they are fully understood. It may be helpful to work through examples of test items with students.

*Indochinese Refugee Education Guides, National Indochinese Clearinghouse, CAL., (p. 21), Washington, D.C. 1977.

+Preservice Training for Vocational Teachers of the Limited English Speaking. Illinois State Board of Education.

¹Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators. Illinois State Board of Education, 1982.

INVOLVE PARENTS¹

- A. Become involved in the parents group that is associated with the ESL or bilingual education program. It is helpful to attend its meetings and become familiar with its concerns. To provide the group with information about your vocational program, it may be helpful to request time to make a presentation at a future meeting. As part of your presentation, you may want to provide a tour of the facilities and classrooms. You may also want to contribute an article about your program to the organization's newsletter.
- B. Identify and contact the parents of your LES students early in the school year. Encourage them to attend parent-night functions, open houses, and parent-teacher conferences. In addition, inform them of your willingness to meet at other times to discuss the progress of their son/daughter in your program. Be certain to check with the counselor to determine if you will need to have an interpreter for your discussions with the parents and/or if letters and memos need to be written in the native language.
- C. Use parents of LES students as resource persons and aides in your program. As noted earlier, they could be used as guest lecturers if they are employed in a related vocational field (See "Use Community Resource Persons Strategy"). In addition, parents may be helpful as volunteer aides to help in such areas as: translation of lectures and demonstrations, the preparation of bilingual versions of handouts, tests, and other student materials, or the grading of papers and tests.
- D. Be certain to make parents comfortable in their educational role and remember to express your appreciation for the time they contribute.

¹Source:

Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators. Illinois State Board of Education, 1982.

USE COMMUNITY RESOURCE PERSONS¹

- A. Identify several bilingual persons in the community who are employed in your vocational program area (i.e., Agriculture, Business, Marketing and Management, Health, Home Economics, or Industry). Work through administrators, counselors, cooperative education coordinators, parent groups, and community groups to identify persons employed in professional, technical, skilled, and semi-skilled occupations. Develop a directory of bilingual community resource persons for your vocational program.
- B. Use bilingual community resource persons as guest lecturers in your program. They might be used to present demonstrations of specific skills, industrial or business processes, or new equipment being used in their place of employment. In addition, they can discuss career options and opportunities for minorities in their field. It is important to use community resource persons that are knowledgeable and can serve as effective role models for LES students.
- C. Develop a mentor program for LES students using community resource persons. Each bilingual community resource person you have identified may be asked to work with two-three LES youth or adults to provide or help them with: career counseling, field trip opportunities, job shadowing opportunities, arranging part-time or summer employment, or career planning. Mentors can be very helpful by pointing out to LES students some of the cultural differences which may affect their ability to get and hold a job.
- D. Involve bilingual community resource persons in your local advisory council. Encourage these individuals to take an active role on the committee in: reviewing the curriculum, facilities, and equipment; identifying needed student services; identifying and evaluating employment trends; and serving as advocates for LES students.

¹Source:

Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators. Illinois State Board of Education, 1982.

III. INSTRUCTIONAL SUPPORT

This section details the support systems that may be available within the school setting. It is important to coordinate the vocational program with the English as a Second Language (ESL) program, bilingual program, and counselors. Also specific strategies for providing special assistance to the LES student are outlined.

A. ESL Program

Many of your LES students will be involved in an English as a second language program at the comprehensive High School or at their home school. These programs are designed to teach the LES student English.

Services the ESL instructors may be able to provide are:

1. Interpreting-translating
2. Helping to simplify or translate certain texts or materials.
3. Providing insights into the students' cultural background.
4. Assessing students proficiency levels in reading, writing, speaking and listening.
5. Reviewing bilingual instructional materials.
6. Teaching certain concepts, skills or vocabulary related to the vocational field.

Source:

Limited English Proficiency Students in Vocational Education: A Handbook For Vocational Educators. Illinois State Board of Education, 1982.

B. Bilingual Aide

You may be assisted by a paid or volunteer bilingual aide. The bilingual aide may be helpful in:

1. Assisting the LES student's language needs and occupational goals.
2. Planning instruction.
3. Clarifying instruction.
4. Translating instructional materials.
5. Tutoring the LES student.
6. Evaluating the student's progress.
7. Explaining school policy.

Source:

Curtis H. Bradley and Joan E. Friedenberg, Foundations & Strategies for Bilingual Vocational Education, Center For Applied Linguistics, 1982, pg. 41.

C. Peer Tutor/Translator

It may be possible to pair your LES student with a bilingual peer tutor, especially toward the beginning of the term of instruction. Care should be taken, however, to only allow the peer tutor to provide assistance in clarifying instruction. Later on it might be helpful to pair the student with a native English student to help facilitate and improve the LES student's language proficiency.

Source:

Curtis H. Bradley and Joan E. Friedenberg, Foundations & Strategies for Bilingual Vocational Education, Center For Applied Linguistics, 1982, pg. 41.

D. Counselors

Vocational counselors can play an essential role in providing assistance to you and your LES student.

A vocational counselor may be helpful in:

1. Assessing the student's proficiency in reading, writing, listening and speaking English.
2. Assessing the student's native language proficiency in reading and writing.
3. Providing information about student's cultural backgrounds.
4. Conducting employability skills training.
5. Providing an outreach service to community resource agencies and businesses.

Source:

Curtis H. Bradley and Joan E. Friedenberg, Foundations & Strategies for Bilingual Vocational Education, Center for Applied Linguistics, 1982, pp. 33-34.

IV. CULTURAL BACKGROUND AND EDUCATIONAL NEEDS

General Guidelines

Some general guidelines will help you be aware of and deal with cultural differences. The following have been adapted from a mini-manual on multi-ethnic and minority relationships compiled by Truckee Meadows Community College, a college of the University of Nevada System (2, pp. 2-6).

1. Make no assumptions on the facial expressions of the foreign-born. Many people of other cultures have different ways of showing their emotions.
2. Try to reverse the situation by mentally putting yourself in the student's place and viewing activities from his perspective.
3. Remember that many foreign-born individuals can read and write in English but do not speak English well. It is a mistake to judge a non-English speaker as uneducated or ignorant.
4. Don't be repelled by people who are "too different." Studies have shown that we tend to like people who are similar to us more than we like those who are dissimilar.
5. Don't "back-off" when a student is talking to you; he will think you are unfriendly. Foreign-born persons often like to stand closer to other people than Americans do.
6. Be especially careful not to demean any foreign-born person by word or action; he could be seriously insulted or lose "face." Your body language and facial expressions transcend any spoken language.

A. HISPANIC CULTURE

Hispanic, or Spanish-speaking people, have had a considerable impact on our society for many years, and their influence increases as their immigration continues. Recently, large numbers of Cubans have come to this country. Many other Hispanics have come from Mexico, Puerto Rico and other Latin American countries.

Hispanic Values

1. Individualism

Hispanic people place a high value on the concept of individualism. They value interpersonal relationships more than competitive individualism and are respected for what kind of person they are rather than for personal or materialistic success. They believe that each person is unique and so, worthy of respect.

2. The Family

The family is an extension of the individual and his first priority. Status and prestige come from the family. The family is the central social unit and they go most places together as a group.

The father is the head of the household, while the mother is responsible for housekeeping and child rearing.

Other family members also play a central role and are respected as authority figures.

Children, especially female adolescents, are very protected by the family. Modesty is cultivated.

3. Pride and Courtesy

Hispanics carry with them an inner dignity. A man is expected to be macho, and care is taken not to cast doubt on his manhood. As such, Hispanics have developed great tact and personal courtesy. Their manner of expression may seem to be indirect and overly elaborate to those outside their culture. Because of this, it is important to avoid insulting them, even in fun, as personal criticism is felt to reflect upon the family.

4. Fatalism and Level of Aspiration

History and their religious beliefs have taught the Hispanics to view life in a fatalistic manner. They are satisfied with the status quo. They tend to take a more passive role and live happily in the present rather than work towards future goals. This orientation is often interpreted by some as a lack of initiative.

5. Group-mindedness

Hispanic culture fosters a desire to be with people. Group skills and group participation are taught at a very early age. Hispanics will work hard toward group glory and are as motivated by others as by individual accomplishments. Opportunities for group activities, then can be a means for motivating learning.

6. Time Orientation

The Hispanic tends to view time in context of the situation. It is more flexible. "The clock walks" in Spanish, where it runs in English. It is important to be aware of this orientation and to realize that the Hispanic is not being tardy out of a lack of consideration or interest, but because of a different notion of the importance of time.

References:

Emilio Cortez, "Anglo Educator and Puerto Rican Children - Understanding Across Cultures" English Language Teaching, Vol. XXXV, No. 2, Jan. 1981.

Pre-Service Training for Vocational Teachers of the Limited-English Speaking.
Illinois State Board of Education.

Fermin Burgos, Limited English Proficiency Students in Wisconsin; Cultural Background and Educational Needs. Part IV. Wisconsin Department of Public Instruction, 1982.

B. INDOCHINESE CULTURE

Indochina includes Vietnam, Laos, and Cambodia. Since 1975 and the fall of Saigon, there has been a large influx of Indochinese refugees to America. While the Vietnamese, Lao Hmong, and Cambodian share many cultural traits, it should not be forgotten that they each have a distinct culture.

1. Family

The Indochinese family unit is an extended one that includes parents, children, grandparents, married children, aunts, uncles, and other relatives, all or some of whom may live together in a single household.

A great deal of respect is paid by the children and youth to parents and the elderly. The father is head of the home and is responsible for upholding family traditions and setting moral standards. The mother is often responsible for keeping the household budget and promoting family unity. The young children respect and obey the elder siblings almost as much as they would their parents.

2. Preserving Harmony

All Indochinese cultures concern themselves with preserving harmony and avoiding conflict. They tend to mask their emotions and refrain from arguments. A smile in Indochinese culture can mean many things besides happiness. It could mean embarrassment, anger, or frustration. To preserve harmony in the classroom, Indochinese students will usually answer in an affirmative manner to the teacher's question, "Do you understand?", although they may not have understood at all.

3. Education

The school systems in Indochina have been based on the French systems. This approach emphasizes the passing of information from teacher to student, through lecture and memorization. Teachers are very highly respected and it would be deemed improper to challenge the information or the teacher's authority. Therefore, it may be difficult for the Indochinese student to adapt to the American style of learning where discussions and questioning are encouraged. The Indochinese student may be thought of as passive, quiet and lacking in self-confidence because of these differences in cultural habits.

The students look up to their teachers as bestowers of knowledge and models of morality. It is taken for granted that the teacher knows best, therefore, few Indochinese parents would be inclined to get involved in parent-teacher conferences or PTA meetings.

References:

Ngon Som, "Indochinese Cultures and Customs," Long Beach Unified School District, 1983.

References (continued)

Nguyen Ngoc Bick, "Vietnamese Culture and Its Impact on the Classroom."

Sivone Proum, "Cambodian Culture", Khmer Research Organization, Inc. Falls Church, Va.

"The Lao Student and the American School"

Dang Meria, Xao Her and Berry H. Seal, "Understanding Your Lao/Hmong Students," Long Beach Unified School District.

(These sources were found in the Indochinese Information Packet compiled by Harpreet K. Sandhu, for the National Clearinghouse for Bilingual Education.)

Bibliography

Bradley, Curtis H., and Friedenberg, Joan E. Foundations & Strategies for Bilingual Vocational Education. Washington, D.C.: Center for Applied Linguistics, 1982.

Friedenberg, Joan E., and Bradley, Curtis H. The Vocational ESL Handbook. Rowley, Massachusetts: Newbury House Publishers, Inc., 1984.

Kang, Margaret Tomassi, and Kasl, Darlene, compilers. Pre-Service Training for Vocational Teachers of the Limited-English Speaking. Illinois State Board of Education, 1982.

Sandhu, Harpreet K., compiler. Indochinese Information Packet. Rosslyn, Virginia: National Clearinghouse for Bilingual Education.

Phelps, L. Allen. Limited English Proficiency Students in Vocational Education: A Handbook for Vocational Educators. Illinois State Board of Education, 1982.

APPENDIX A

Bibliography of currently available Bilingual LES Instructional Materials
for Career Awareness and Vocational Education

BIBLIOGRAPHY OF CURRENTLY AVAILABLE
BILINGUAL/LES INSTRUCTIONAL MATERIALS
FOR
CAREER AWARENESS AND VOCATIONAL EDUCATION
APRIL 1984

Prepared By:

Bilingual Vocational Project Office
364 Ritter Hall
Department of Vocational Education
Temple University
Philadelphia, Pennsylvania 19122

Project Director:

Raymond S. Lolla, Ph.D.

Resource Associate:

Valerie J. Vernon

Supported By:

The Bureau of Vocational Education
Harrisburg, Pennsylvania

This bibliography reflects a comprehensive search for bilingual vocational instructional materials applicable for Vocational Instructors and other personnel working with Limited English Speaking LES Vocational students.

Table of Contents

	<u>Page</u>
I. Career Awareness Resources.....	1
II. Pre-Vocational and Vocational Resources.....	7
A. Auto Mechanics and Auto Body.....	9
B. Business, Accounting, Data Processing.....	9
C. Industrial Arts.....	13
D. Wood-working and Carpentry.....	14
III. Vocational English as a Second Language (VESL) and language resources.....	15
A. Dictionaries.....	20
IV. Professional References.....	23
V. Bibliographies.....	26
A. Publishers.....	28

I. CAREER AWARENESS RESOURCES

Application Forms, Benjamin Piltch, FER

A step-by-step approach to learning how to fill out employment application forms. Designed to help understand important application words and to learn to respond accurately to specific direction demands.

Banking, Budgeting and Employment, Art Lennox, FER

A two-part workbook presenting in simplified form the terminology and procedure of Banking, Budgeting and Employment. Includes such common forms as are encountered in everyday life, such as blank forms and completed forms.

Barbering Occupations, RMC

(Education, experience and requirements for becoming a barber), Heartland Area Education Agency, Ankeny, Iowa, Laotian, 3 pages, 420.084, Vietnamese, 4 pages, 220.230.

Bus Driver, RMC

(Education, experience and requirements for becoming a bus driver), Heartland Area Education Agency Ankeny, Iowa, Laotian 3 pages, 420.083, Vietnamese, 3 pages, 220.231.

Career Education, AEP

This series is designed to teach the vocabulary of careers. The picture - word association method is used to acquaint the student with the nomenclature of the parts or components involved in the career area. The names of the parts are shown in three forms; upper case print, lower case print and cursive writing. Series includes: Automotive, Appliances, Home and Health, and Motorcycles Automotive in English and Spanish.

Careers for Bilinguals, Vol. 1, Zelda Oppenheimer, Relatina Publications, Level: 6-Adult

Flexible text which integrates an English-skills component with a career orientation program for bilinguals. 1975

Careers in Foreign Languages: A Handbook, June L. Sherif, Regents Publishing Co., Inc., Level: 9-Adult

Handbook contains comprehensive information relative to vocational opportunities for bilinguals. Each position includes education and training needed, rate of pay, location of position, work conditions, and economic demand for the occupation. 1975

Cosmetology Occupations, RMC

(Education, experience and requirements for entering the cosmetology occupations), Heartland Area Education Agency, Ankeny, Iowa, Laotian, 4 pages, 420.082, Vietnamese, 200.230.

Don't Get Fired! 13 Ways to Hold Your Job, Durlynn Anema, J

Readers are offered positive, practical tips on how to be the type of worker that employers keep. 13 stories portray young employees who jeopardize their jobs by exhibiting irresponsibility, laziness, surliness, dishonesty, and other traits.

Employability Skills for ESL Students, RMC

(Workbook intended for students to use to acquire a basic understanding of the procedures and language involved in looking for a job), by Ann Pope and Michele Blatti, Wichita Public Schools, Wichita, Kansas, (Title IV-C grant from SEA, Kansas), English, 100 pages, 100.878.

Employment Interview, RMC

(Things to prepare for, and behaviorial attitudes when going for an interview), Heartland Area Education Agency, Ankeny, Iowa, Laotian, 4 pages, 420.087, Vietnamese, 4 pages, 202.227.

English for Careers, RP

A series of well-planned, career-related ESL texts. Meant either for students about to specialize in one of the occupations listed or for professionals already in the field, this wide-ranging series gives a general introduction to the subject matter, highlighting particular concerns and career opportunities in the area.

1. The Language of Air Travel in English Ground Services
2. The Language of Air Travel in English in Flight Services
3. The Language of The Petroleum Industry in English
4. The Language of Computer Programming in English
5. The Language of International Finance in English
6. The Language of Tourism in English
7. The Language of Hotels in English
8. The Language of Restaurants and Catering in English
9. The Language of Hospital Services in English
10. The Language of Accounting in English
11. The Language of Civil Engineering in English
12. The Language of Electrical and Electronic Engineering in English
13. The Language of Mechanical Engineering in English
14. The Language of Advertising and Merchandising in English
15. The Language of Mining and Metallurgy in English
16. The Language of International Trade in English
17. The Language of Aviation in English: Flying and Traffic Control
18. The Language of Agriculture in English
19. The Language of Medicine in English
20. The Language of Marketing in English

English That Works, K. Savage, et al., Scott-Foresmen, OUP, Books 1 and 2.
Teacher's books, cassettes, flashcards, and native language cultural orientation booklets.

Beginning and intermediate

Goal is to provide students with sufficient language to get and keep a job. Units include personal data, skills and interests, occupations, maps, time and money, the interview, ads, schedules, and safety. 1982

Get Hired! 13 Ways to Get a Job, Durlynn Anema, J

13 shortcuts to landing a job are presented in a way students can appreciate and quickly utilize. The practical tips featured include:

- o Offer Your Best Ability
- o Check Out Business Needs
- o See Someone Who Counts

Getting And Holding A Job, Bernard Schneider, FER

A comprehensive workbook developed especially for the Young Adult getting ready to enter the business world. After study, the book is designed to be retained by the reader as a source of special information later, in such matters as fringe benefits, social security, unions, methods of salary payment, payroll deductions, federal income tax and the like.

A Guide to Job Development, Procedures for job development, placement, and follow-up, NEC.

How to Write Yourself Up, John D. Wool, FER

Instruction and practice in writing friendly and business letters; filling out job application forms; filling out job application forms; applying for credit, Social Security, installment buying; completing forms relating to banking, postal and income tax.

Insurance Sales Agent, RMC

(Education, experience and requirements for entering insurance sales), Heartland Area Education Agency, Ankeny, Iowa, Laotian, 4 pages, 420.081, Vietnamese, 4 pages, 220.233.

Inventory of Interests: English and Spanish, Inter-American Series (Series Inter-Americana)

Guidance Testing Associates, San Antonio, Tex. Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

This inventory, written in both English and Spanish, is designed for use by counselors of adolescents and adults seeking vocational advice. It lists 136 occupations and 56 subjects for study in school, college, or other institutions. The person taking the inventory states his degree of interest or lack of interest in each occupation or subject listed. 1971

It's Up to You-Language Skills and Strategies for Getting a Job, J. Dresner, et al. Longman, Book and cassettes.

Intermediate. Develops the language and social skills necessary for getting a job. Includes examining job needs, using want ads, calling for jobs and interviewing. 1980

I Want A Job, Margaret W. Hudson, Ann A. Weaver (Major), FER

Partial Content: Getting a Job -- Getting My Social Security Card -- Finding out About Jobs -- Applying for a Job -- Having an Interview -- Getting a Work Permit -- Keeping My Job.

I Want A Job Transparencies, FER

Fifteen transparencies designed to teach specific skills in applying for and getting a job. Transparencies include:

- I Want a Job
- Birth Certificate
- Birth Certificate Should Be Kept In A Safe Place
- My Social Security Card
- When I have Filled Out My Form
- Where Can I Go To Find A Job
- If I Cannot Find A Job Through Friends
- To Get A Job I Must Fill Out An Application Blank
- What Is An Interview?
- I Will Want To Wear The Right Clothes
- The Way I Speak In An Interview Is Important
- I Must Be Prepared To Answer Certain Questions
- Work Permits And Health Certificates
- My Parent Or Guardian May Have To Fill Out A Card
- I Want To Keep My Job

One set of fifteen I WANT A JOB Transparencies and one student workbook.

Janus Job Interview Guide, Arnold Livingstone, J

Students are introduced to the basics of interviewing (grooming, manners, speech, and preparation), and then shown 15 interviews involving people like themselves. Exercises check comprehension and ask the reader to identify poor interviewing skills.

Janus Job Interview Kit, Jew and Tong, J

The series of spirit masters includes:

- 1 sample application form
- 1 student progress record
- 1 group rating form

Students use the questions provided as a springboard to create and anticipate questions that will be asked during real interviews.

Janus Job Planner, Jew and Tong, J

Self-scoring inventories of work interests, values, attitudes, working conditions, self-esteem, confidence, and personality are the focus of this career-planning tool. The inventory scores are referenced to eight different types of work and students learn about jobs in these areas.

Job Behavior, RMC

(Describes some of the problems and misunderstandings that SE Asian refugees have encountered while working in the U.S., case studies), Heartland Area Education Agency, Ankeny, Iowa, Vietnamese & English, 12 pages, 220.223, Laotian and English, 12 pages, 420.91.

Job Discrimination, RMC

(Discussion of what is, and what is not, considered discrimination, includes case studies), Heartland Area Education Agency, Ankeny, Iowa, Laotian & English, 11 pages, 420.075, Vietnamese and English, 11 pages, 220.238.

Job Getting Ideas For Vietnamese And Other Newcomers, by William F. Branagan, RMC

(Contra County Schools, Pleasant Hill, California), Vietnamese and English, 18 pages, 220.115.

Job Hunting Know-How, RMC

(Tips for looking for a job), Heartland Area Education Agency, Ankeny, Iowa, Vietnamese and English, 14 pages, 220.219.

Job Hunting Know-How For Beginners, RMC

(Helpful hints about where to look and how to prepare for a job), Heartland Area Education Agency, Ankeny, Iowa, Laotian, 19 pages, 420.094.

Job Orientation Unit, Kenosha, WI: Gateway Technical Institute. (Spanish and English versions)

This unit is designed to assist persons looking for jobs in the areas of getting job and job training information, finding job openings, application and interviewing procedures, interpersonal relations, and changing jobs. 1978

Job Ticket Book, J

Contains three tear-out tickets per photo card that provide information about requirements, working conditions, and responsibilities for the job being offered.

Jobs USA, RMC

(Booklet produced for Refugee Job Seminar in Michigan-- (Includes: Why Work? Getting A Job, Keeping A Job, Advancement, Understanding Your Work, Glossary of Terms, etc.), (From: Good Samaritan Center, Holland, Michigan), English, 43 pages, 600.046.

Leamos sobre veinte ocupaciones/Twenty Trades to Read About, New Jersey Vocational-Technical Curriculum Laboratory. (Spanish/English)

This workbook consists of 20 units exploring vocational careers. Stories and exercises introduce students to the working environment, and duties and responsibilities for the jobs. 1978

Make the Most of What You've Got To Get the Best of What You Want, RMC

(How to present your good points when looking for a job), Heartland Area Education Agency, Ankeny, Iowa, Laotian, 5 pages, 420.086, Vietnamese, 2 pages, 220.228.

My Job Application File, Kahn, Jew, and Tong, J

Students learn thoroughness by practicing on large-sized components of a typical application. Sections on neatness and important papers lead students into nine applications from national companies like McDonald's.

Nursing Occupations, RMC

(Education, experience and requirements for entering the nursing profession), Heartland Area Education Agency, Ankeny, Iowa, Laotian, 5 pages, 420.080, Vietnamese, 11 pages, 220.234.

People Working Today, J

These ten books focus on the efforts of teens in getting and keeping a first job. Based on realistic experiences of today's working teens, these high-interest, low-vocabulary stories introduce your students to the world of work.

Alex on the Grill, Janet the Hospital Helper, Johnny at the Circuits, Kerry Drives a Van, Laura Cares for Pets, Bob the Super Clerk, Jester the Bellhop, Julie at the Pumps, Larry the Logger, and Tony the Night Custodian.

Preparing For A Job Interview, John D. Wool, FER

Planning and preparing for employment interviews. Partial contents: job selection, application forms, personal preparations for a good impression, dressing for an interview, directions and review exercises.

Real Estate Occupations, RMC

(Education, experience and requirements for entering the real estate profession), Heartland Area Education Agency, Ankeny, Iowa, Laotian, 4 pages, 420.079, Vietnamese, 6 pages, 220.235.

The Right Job For You, RMC

(Helps persons assess type of job they might want to look for), Heartland Area Education Agency, Ankeny, Iowa, Vietnamese, 6 pages, 220.221, Laotian, 8 pages, 420.092.

Self Appraisal, RMC

(Help for self appraisal of job interests), Heartland Area Education Agency, Ankeny, Iowa, Vietnamese, 5 pages, 220.224, Laotian, 5 pages, 420.090.

Taxicab Driver, RMC

(Education, experience and requirements for driving a taxi), Heartland Area Education Agency, Ankeny, Iowa, Laotian, 3 pages, 420.078, Vietnamese, 4 pages, 220.236.

Things To Remember, RMC

(List of certain things a person should have or do before going to a job interview), Heartland Area Education Agency, Ankeny, Iowa, Vietnamese, 3 pages, 220.222, Laotian, 3 pages, 420.093.

Time Cards and Paychecks, Kenneth Rand, J

Students learn the entire hourly pay process beginning with the nature and function of time cards, and the various ways of calculating and recording time. Students then learn how to calculate gross pay from their time cards and finish the book by learning about taxes, union dues, and other payroll deductions.

Trabajamos! (We Work!) A Bilingual/Multicultural Career Awareness Language Enrichment Program for Beginning Primary Hispanic Students -- K-1. Teachers Program Guide, Educational Development Center, Inc., ERIC

A program designed to help portray non-sex stereotyped, non-traditional occupational roles for Hispanic females. Introduces 12 community and school workers employed in non-traditional positions, 1980, ED 200.352.

Your First Day At Work, RMC

(Things to be aware of when beginning a new job), Heartland Area Education Agency, Ankeny, Iowa, Laotian, 5 pages, 420.088, Vietnamese, 4 pages, 220.226.

Watchmaker, RMC

(Education, experience and requirements for becoming a watch-maker), Heartland Area Education Agency, Ankeny, Iowa, Laotian, 3 pages, 420.077, Vietnamese, 4 pages, 220.237.

The Work Series, HWB

(Set of 8 paperback books written in simple English designed to teach Career Education), 100.934.

- Teachers Guide
- Work Rules
- Where To Get Help
- Payroll Deductions and Company Benefits
- Taxes
- Getting To Work
- Job Training Centers
- How To Find A Job
- How Should I Act At Work

II. PRE-VOCATIONAL AND VOCATIONAL RESOURCES

Basic Concepts in Drafting For Spanish-Speaking Students, CPC

These manuals are intended as a supplement for use in a college drafting course. The Student Manual which is written in Spanish contains basic concepts of the what and how of technical drawing, including: drawing tools, geometric construction, kinds of lines, kinds of drawings, sectionals and auxiliary drawings. A glossary of technical terms completes the material which is extensively illustrated. The Teacher's Manual provides four unit plans which describe the content outline, student objectives, teaching strategies, materials and evaluation procedures. 1980

Bilingual Metric Education Modules for Post-secondary and Adult Vocational Education. Core Units, I-V, Ellis Associates, Inc., ERIC

Instructional units on the metric system of weights and measures are provided in this document designed for use with bilingual students in post-secondary and adult vocational education programs. (English and Spanish), ED 172.038.

Drafting Fundamentals For Korean Students, Student's Manual, CPC

This book is designed as an aid to Korean-speaking students of introductory drafting. The narrative and illustrations explain basic terminology, concepts and procedures. Five units cover shop sketching, drafting tools, drawings, geometric construction and multiview drawings. 1982

Kitchen Safety, CPC

A brief unit to instruct students on safety rules to follow when working in the kitchen. Includes a 10-question pretest, supplemental reading sheets, worksheets for the students to complete, self-test, and evaluation method. Written at low level, appropriate for special needs students, junior high students, or students with limited English proficiency.

Preparing A Budget, CPC

A brief unit to assist students with learning what a budget is and how to develop one. Includes 16-question pretest, vocabulary words, supplemental reading sheet, detailed steps on how to make a budget, worksheet, sample budget, self-test, and evaluation method. Written at a low level, appropriate for students with limited English proficiency.

Prevocational English, IML

This is a special purpose course designed to develop a firm basis of language ability in a job oriented context. At the same time, the student learns basic technical skills and concepts and is provided with up-to-date information on a wide variety of jobs.

Pre-Vocational Auto Mechanics Skills Training Unit: English Version,
Wesselius, et al. Gateway and Waukesha County Technical Institutes, 1978.
39 pages.

Pre-Vocational Auto Mechanics Skills Unit: Spanish Version, Wesselius, et al.
Wisconsin State Board of Vocational, Technical and Adult Education, 1978.
61 pages.

Pre-Vocational Food Service Skills Training Unit: English Version, Wesselius,
et al., Gateway and Waukesha County Technical Institutes, 1978. 101 pages.

Pre-Vocational Food Service Skills Training Unit: Spanish Version, Wesselius,
et al., Gateway and Waukesha Technical Institutes, 1978. 130 pages.

Technical Drawing For Korean Students, Student's Manual, CPC
1982.

Vocational Training, TFC
Junior and High School Level, Spanish

1. Contabilidad Gregg I-II-III/Freeman
2. Teneduria de Libros y Contabilidad II-III/Dr. M. Aniceto
3. Correspondencia Comerical/Dr. Joaquin Anorga
4. Matematicas para el Comercio/Rosemberg
5. Principios de Electricidad/Schik
6. Curso Practico de Refrigeraction Comercial/Emerson
7. Diccionario de Electronica, Radio y Television-Eng/Span.
8. Entrenamiento en el Taller Mecanico/ Krar
9. Diccionario de Mecanica-English-Spanish/ Saiz
10. Soldadura/Pender
11. Fundarmentos de Dibujo Mecanico, /Jensen
12. Formacion Pretecnological/Sierra, Levels 6-7-8
13. Expresion Plastica/Vasquez, Levels 6-7-8
14. Mecanografia Profesional/Quesada
15. Mecanografia al Dia-18482
16. Correspondencia Comercial Moderna
17. La Cocina en el Hogar/Dolores Alfonso

A. Auto Mechanics and Auto Body

Auto Mechanics

1. Language Development Workbook. ED 199 486. (57 pp.), ERIC
2. Safety. ED 199 487. (41 pp.), ERIC
3. Ignition System. ED 199 488. (44 pp.), ERIC
4. The Automotive Fuel System. ED 199 489. (44 pp.), ERIC
5. The Automotive Electrical System. ED 199 490. (50 pp.), ERIC
6. Automotive Transmissions. ED 199 491. (44 pp.), ERIC
7. Sunscope. ED 199 492. (76 pp.), ERIC

Auto Body

1. Beginning Auto Body. ED 199 493. (73 pp.), ERIC
2. Tools and Equipment. ED 199 494. (70 pp.), ERIC
3. Basic Metal Repair. ED 199 495. (48 pp.), ERIC
4. Auto Body Welding. ED 199 496. (38 pp.), ERIC

Automotive Technology, CPC

This student workbook is designed to help LEP students practice the language of automotive technology. It is organized around 14 lessons which are to be used in conjunction with the vocational text BASIC by John Remling. 1981

B. Business, Accounting, Data Processing

Accounting For Korean Students, CPC, Student's Manual

This manual contains translated excerpts in Korean of key concepts from the text ACCOUNTING PRINCIPLES. Content covers an introduction to accounting, recording transactions, debt and credit, adjusting accounts, the worksheet and closing entry, merchandising accounting, accounting systems, voucher systems, petty cash fund, reconciliations and payroll accounting. 1981

Accounting Spanish, Teacher's Manual and Student's Manual, CPC

The Teacher's Guide provides an overview of the needs, the philosophy and the program approach used to train Spanish-speaking students at Truman College. The Student's Manual provides brief explanations and procedures in Spanish for accounting, recording transactions, adjusting the accounts and preparing statements, the worksheets and closing of accounts, accounting systems, accounting for cash, and payroll accounting. 1980

American Business Encounters, Roger E. Olsen, TAP

Written with the intention of assisting newcomers to understand American business practices and culture. Presents situations in three important areas: Relations with Suppliers, Customer Relations and Relations with Employees.

Bilingual Business Grammar, Chacon, Paredes, Aviles, and Davenport, SW

This text will strengthen students' bilingual skills while preparing them for the business world. It presents the basics of both Spanish and English grammar, using vocabulary that pertains to the business world. The text narrative appears in both languages -- Spanish on the left-hand pages, the corresponding English translation on the right. Two cassette tapes accompany the text and are free to users of the text.

Bilingual Metric Education Modules For Post-secondary and Adult Vocational Education Applying The Metric System In Business and Office Education, ERIC, Ellis Associates, Inc. College Park, MD

This set of seven instructional units on the metric system application in business and office occupations is one of three metric education modules designed for use with bilingual (Spanish and English) students in post-secondary and adult vocational programs. (Both the Spanish and English versions of this set are provided in the document.) Each unit focuses on one of seven occupational fields: mail clerk, proofreader, clerk-typist, secretary, bookkeeper, office manager, and word processor.

Bilingual Office Careers for Hispanics: A Curriculum Package, Newbury Junior College, Boston, ERIC

Represents a program guide for preparing Spanish-speaking students to become bilingual secretaries or to otherwise put their bilingual skills to use in the office. 1978

Bilingual Word Processing Curriculum Development Project. Final Report, Essex County College, Newark, NJ, ERIC

Incorporating the parallel use of English and Spanish throughout. These products were designed primarily for students enrolled in a word processing course utilizing CRT text-editing equipment. 1980, ED 193 425.

Business Concepts for English Practice, Barbara Tolley Dowling and Marianne McDougal, NH

Business Concepts for English Practice is intended for intermediate to advanced students of English who have an academic or professional interest in business. The text covers eight important subject areas, including business basics, marketing, international business, data processing, accounting, finance, management, and decision-making.

Business in English: A Communicative Skills Approach, A. Jack Hacıkyan and Marilyn Gill, RP

This book teaches the language of the business world. It is for high school, college, and adult students of English at the intermediate or advanced levels. When relevant to the dialogue, realia such as a resume, alter of application, or a letter of complaint, are included in the text.

Correspondencia Comercial: Fondo Y Forma, Business Correspondence Form and Content Second Edition, Gonzalez del Valle and Gonzalez del Valle, SW

This fundamental text is written for students in business Spanish and bilingual business classes. Terms and phrases are given in English and in Spanish to facilitate the translation of letters and documents.

Data Processing For Spanish-Speaking Students, Student's Manual, CPC 1982.

English For Office Careers, Robin Bromley and Walter J. Mill, MB

The workday vocabulary necessary for success in an office job is taught in context through readings that encompass all the various positions between the receptionist out front and the mail clerk in back. 112 pages.

English for the Secretary, Yvonne Hoban, MGH

This text prepares secretaries and other office personnel to work in an English-speaking office. It deals with every aspect of secretarial procedure: telephone contact, filing, handling mail, planning meetings and business trips, using office machines, company procedures and writing letters.

Fluency Squares For Business and Technology, Philip Knowles, Ruth Sasaki, RP

Offers professionals in business and technology the opportunity to develop listening and speaking skills. Skills being discussed are realistic situations, problems and economic changes.

Keypunch For Korean Students, Teacher's Manual, Student's Manual, CCP
The Student's Manual is a direct translation into Korean of the text KEYPUNCH PRACTICE. Additional exercise sheets have been added simulating actual work samples from various institutions. The content covers the knowledge and techniques of operating and verifying on keypunch machines 029 and the IBM 129. Illustrations and exercise sheets complement the narrative explanations. The Teacher's Manual provides a description of bilingual vocational education. Project Mainstream and general course objectives. Weekly lesson plans include unit objectives, materials needed and focus on the lesson. Answers to student worksheets as well as quizzes are provided. 1980

Keypunch For Spanish-Speaking Students, Teacher's Manual, Student's Manual, CPC

The Student's Manual is a direct translation into Korean of the text KEYPUNCH PRACTICE. Additional exercise sheets have been added simulating actual work samples from various institutions. The content covers the knowledge and techniques of operating and verifying on keypunch machines 029 and the IBM 129.

The Language of Accounting in English. English for Careers (Series). Costinett, Sandra. Fernandez, Oscar, Ill., Regents Publishing Company, Inc.

This book, like others in the same series, introduces students of English as a second language to the terminology of different professional and vocational fields in which English is widely used throughout the world. Its purpose is to give the student who is at the high intermediate or advanced level an introduction to the language of accounting in English and to improve the use of this language. 1977

Las Tecnicas De La Investigacion/Research Techniques, Bavaresco de Prieto, SW

This text deals with research methods in business and social sciences. Report writing techniques for academic papers and business reports are covered, including information on bibliographies, footnotes, and note taking. Spanish.

Learning to Type in English as a Second Language, Alice C. Pack and Robert O. Joy, UP

"A programmed text for intermediate ESL students which can be used for individual or class instruction." -- 1976, 171 pages.

Matematica Vocacional Para El Comercio Vocational Mathematics for Business, Martinka and Rodriguez, SW, (Spanish)

This useful text covers the basics of business math -- decimals, common fractions, percentages, weights, and measures -- in its first part. The remainder of the text applies these basics to common business situations. It's ideal for individualized or group learning. (Spanish)

Manual De Referencia Para La Oficina/Referenece Manual for The Office, Garcia Diaz, SW, (Spanish)

This useful manual contains spelling, accentuation, punctuation, and word division rules, and it contains information on area codes, ZIP codes, and abbreviations for the United States, Canada, and Mexico.

Mecanograna Siglo 21, Century 21 Typewriting. Lessenberry, Crawford, Erickson, Beaumont, Robinson, Santiago, and Villaronga, Instructor's Manual (for all 3 texts) -- Student Workbook, SW

This series of typewriting texts is specifically designed with your Spanish-speaking students in mind, since the decisions on what to emphasize were made from a study of real-life business communication in Spanish.

CENTURY 21 TYPEWRITING, Elementary and Intermediate Course, is the main text in the series and contains 125 lessons. It is ideal for a full-year typewriting course. (Spanish)

CENTURY 21 TYPEWRITING, Basic Course, encompasses Lessons 1-50 of the main text and works well in a half-year or semester course. (Spanish)

PERSONAL TYPEWRITING includes Lessons 1-30 of the main text and is designed for students who want to develop typewriting skills for their personal needs. (Spanish)

Orientation in Business English, IML, The materials for the complete OBE course consist of the Teacher's Guide for all three levels; Texts 1, 2, and 3; and Workbooks 1, 2, and 3.

The course is designed to develop the ability to communicate in English within a business context. It will equip students with the vocabulary and job-related information they need for a broad range of clerical, secretarial, and administrative positions in commercial, industrial, school, and government offices.

Ortografia En Accion Con Vocabulario Commercial/Spelling in Action With Business Vocabulary, Fernandez and Hernandez-Miyares, SW, (Spanish)

This practical text-workbook emphasizes the correct spellings of business vocabulary words, with special attention given to high-frequency and difficult words. It is designed for students in bilingual, secretarial, and Spanish language classes.

Personal Business, Chacon, Paredes, Aviles, and Davenport, Text-Workbook, English Cassette Tape, and Spanish Cassette Tape, SW

A useful text-workbook designed to help students develop bilingual skills for conducting their personal business affairs. It includes information on personal money management, banking services, credit, insurance, means of travel, travel accommodations, eating facilities, and entertainment. The text narrative appears in both languages -- Spanish on the left-hand pages, the corresponding English translation on the right. (Spanish and English)

Practicas De Oficina/Office Practice, Diaz Zayas and Benitez de Avila, SW
Secretarial students are sure to benefit from this career-oriented text that covers the job tasks and responsibilities of a secretary. Word processing, letter writing, data processing, typewriting reports, and rapid communication services are just a few of the topics covered. (Spanish)

Secretarial English, Donald A. Sheff, RP

For the modern secretary, or anyone who needs to learn correct written English, here is a book to study and keep handy for reference. It covers the basics of English grammar and explains troublesome areas such as "from vs. than," "beside vs. besides," etc. One chapter focuses on common errors, another on punctuation. Each chapter ends with an exercise that reviews all the new items introduced. A comprehensive index is included.

Spanish Business Correspondence: A Guide for Secondary Teachers. Burgos, Fermi N, Ed. Eccher, Olga, Ed. Gradisnik, Anthony, Ed. Milwaukee Public Schools, Wis.

This teaching guide for advanced Spanish business correspondence provides a detailed plan of instruction, textual materials, and learning activities. It has been designed to increase the employment potential of English and Spanish-speaking secretarial students and to increase their Spanish proficiency in commercial and technical vocabulary. 1976

Topics for Business English for Spanish-Speaking Students, Nieves, SW
This supplemental text is designed to provide the teacher of business English for Spanish-speaking students with material that may be used to make oral practice realistic and interesting.

C. Industrial Arts

Industrial Arts Safety Guide. Korean, Chinese, Japanese, Cambodian, Thai, Bilingual Education Resource Series, ED 205 714, ERIC

Seattle School District 1, Wash. Washington Office of the State Superintendent of Public Instruction, Olympia. Designed for use in bilingual education programs, this Industrial Arts Safety Guide presents guidelines for developing a student safety program and three sections of shop safety practices in both English and Thai. (Corresponding bilingual guides containing materials in Chinese, Korean, Cambodian, and Japanese, are available separately through ERIC).

Machine Shop Fundamentals, CPC

Designed for limited English proficiency students who are enrolled in machine tool technology courses or who are preparing to enroll in manufacturing trades courses. Vocational and VESL instructor manuals and native language supplements in Spanish, Vietnamese, and Laotian are also available. 1982

1. Machine Shop Fundamentals: Part I
2. Machine Shop Fundamentals: Part I, Student Workbook
3. Machine Shop Fundamentals: Part II
4. Machine Shop Fundamentals: Vocational Instructor's Manual
5. Machine Shop Fundamentals: VESL Instructor's Manual
6. Machine Shop Fundamentals: Native Language Supplement (Spanish)
7. Machine Shop Fundamentals: Native Language Supplement (Vietnamese)
8. Machine Shop Fundamentals: Native Language Supplement (Laotian)

Shop Safety, CPC

A brief unit to instruct students on safety rules when working in the general shop. Unit is at a low level, appropriate for students with limited English proficiency.

Welding Program, CPC

This student workbook is designed to help LEP students practice the language of welding. It is organized around 16 lessons which are keyed to the Hobart texts, SHIELDED METAL-ARC WELDING AND OXYACETYLENE WELDING, CUTTING AND BRAZING. 1981

Metal Shop - Safety and Operations (series), AIM

Five values films. They teach the value of careful, skillful workmanship, of handling tools properly, and of playing it safe in the workplace. Available in English and Spanish.

Arc Welding: Safety and Operations

Oxyacetylene Welding: Safety and Operations

Safety and Basic Fundamentals of the Engine Lathe, Part I

Safety and Basic Fundamentals of the Engine Lathe, Part II

Straight Turning between Centers on the Lathe

D. Woodworking and Carpentry

Concepts of Carpentry: Vietnamese-English, Concepts (Series).

Wehrs, George, Wisconsin Univ. - Stout, Menomonee. Bilingual Vocational Training Project. Governor's Office of Employment and Training, Menomonee, Wis.

Concepts of carpentry are the focus of this bilingual Vietnamese-English textbook, designed for limited English proficiency (LEP) students in vocational training programs. The subject matter presented grows in complexity, but detailed explanations of methods and skills are not given. The text is divided into units by concepts, such as measurement, materials, foundations, and framing. Within each concept area are the following: (1) a key word list, (2) a reading that explains the concept using terms from the key list, (3) a dialogue simulating a discussion of the concept, (4) review questions, and (5) a section which provides practice on the new grammatical structures found in the readings. The

text can be used in a setting where monolingual support personnel must provide services for LEP vocational students. 1979

Woodworking Safety Instructions, RMC

Instructions for operation of major machines and tools related to the woodworking curriculum, Contains pictures of machines with parts labeled, Beaverton School District #48, Beaverton, Oregon, English & Laotian, 70 pages, 420.043, English and Vietnamese, 70 pages, 202.142, English and Cambodian, 70 pages, 320.033.

Woodworking Safety Tests, RMC

Safety tests for woodworking curriculum, Beaverton School District #48, Beaverton, English and Laotian, 93 pages, 420.044, English and Vietnamese, 94 pages, 220.193, English and Cambodian, 92 pages, 320.034.

Wood Shop - Safety and Operations (series), AIM

Skillful use of woodworking machines is an art. These 15 films help teach that art -- and lots of safety. Available in English and Spanish.

Safety Demonstration on the Radial Saw

Safety Demonstration on the Table Saw, Part I

Safety Demonstration on the Table Saw, Part II

Center Guiding of Drawers and the Band Saw

Safety Demonstration on the Wood Lathe

Safety Demonstration on the Wood Shaper, Part I

Safety Demonstration on the Wood Shaper, Part II

Safety Demonstration on the Single-Surface Planer

Safety and Operation of Faceplate Turning, Part I

Safety and Operation of Faceplate Turning, Part II

Using the Shaper to Make Panel Doors

Using the Shaper to Make Raised Panels for Doors

Using the Shaper to Make Drawers

Safety Demonstration on the Jointer

III. VESL

Adult Vocational ESL. Language in Education: Theory and Practice,

No. 22. By Jo Ann Crandall. ED 176 592, ERIC

Covers the following areas: (1) language content, (2) program design, and (3) materials development. 1979

A Guide to Manpower/Vocational ESL. Indochinese Refugee Education Guides, Adult Education Series No. 8. Center for Applied Linguistics and the National Indochinese Clearinghouse and Technical Assistance Center. ED 188 499, ERIC

Contains information on how to create successful programs and curricula in vocational English as a second language for adult non-English speakers living in the U.S. 1979

An Approach To On-The-Job Learning: Where To Begin. Laylin, Jan., TESL Talk; 9; 3; 37-40. Sum 78.

Suggests some guidelines for planning vocational on-site English as a second language (ESL), placing emphasis on building up full knowledge of the work situation and curriculum relevant to the needs of the workers.

Classroom Practices in Adult, ESL, Ilyin, Donna, and Tragardh, Thomas., eds., Washington, DC,

Teachers of English to Speakers of Other Languages, 1978.

Culinary Arts Restaurant Management, CPC

This VESL instructor's guide was designed to help LEP students succeed in a college food production course. The vocabulary, reading, and grammar lessons are based on usage in the text, THE PROFESSIONAL CHEF. Student worksheets and clear instructions are provided, allowing for independent use by student. 1980

Curriculum Guide For ESL/Farm Equipment Operator. Vocational Approach For Teacher English-As-A-Second-Language, (Series), Cully, Bud., Davila, Cam., Cardenas, Raphael., Eayers, Ron., Kitchens, Myra. Ceres Unified School District, Calif. ED 195 742. ERIC

A vocational education approach to teaching English as a second language (ESL) was developed by identifying basic skills from industry expertise and existing educational programs. This curriculum guide contains curriculum materials, lesson plans, and the forms necessary to implement a program for teaching ESL and the operation of farm equipment. 1980

Developing VESL Materials for the Job-Site. (Second Ed.), NEC

Information on the functional approach to VESL, interview instruments for language-gathering, steps for conducting factory tours and staff interviews, and sample lessons for 6 different types of jobs.

English as a Second Language/Custodial Assistant Training Unit: English Version.

Wesselius, Malin, and Hawkins, 1977. Gateway Technical Institute. 69 pages.

English as a Second Language/Custodial Assistant Training Unit: Spanish Version.

Wesselius, Malin, and Hawkins, 1977. Gateway Technical Institute. 69 pages.

English as a Second Language/Maid Service Training Unit: English Version.

Wesselius, Malin, and Suda, 1977. Gateway Technical Institute. 66 pages.

English as a Second Language/Main Service Training Unit: Spanish Version.

Wesselius, Malin, and Suda, 1977. Gateway Technical Institute. 50 pages.

English as a Second Language/Small Engine Mechanic.

Wesselius, Malin. 1977. Gateway Technical Institute. 18 pages.

English as a Second Language/Nursing Assistant Preparation Unit: English Version.

Wesselius, Malin and Kasten, 1977. Gateway Technical Institute. 60 pages.

English as a Second Language/Automotive Mechanics Preparation Unit: English Version.

Wesselius, Malin and Denning, 1977. Gateway Technical Institute. 64 pages.

English as a Second Language/Driver's Education Preparation Unit: Korean/English Version.

Wesselius, Zi Sa, 1977. Gateway Technical Institute. 63 pages.

Job Orientation Unit: English Version.

Wesselius, et al. The Wisconsin Board of Vocational, Technical and Adult Education, 1978. 64 pages.

Job Orientation Unit: Spanish Version.

Wesselius, et al. Gateway Technical Institute, 1978. 59 pages.

Machine Tool Operations Training Unit: English and Spanish Versions.

Wesselius, et al. Gateway Technical Institute, 1978. 111 pages.

English At Work, Eugene J. Hall, MGH

This program is ideal for students who need English on the job. Use it with beginners or advanced students at a variety of levels from secondary through adult. Textbooks, workbooks, and audio cassettes at four different levels of difficulty teach reading, writing, speaking, and listening skills by relating them to everyday work situations.

English for Banking and Finance, Stillman and Gordon, ABE

For students planning careers in banking or professionals already in the field, this text will familiarize them with financial terminology in English as it improves their grasp of basic grammatical structures.

English for Computer Science, P. Charles Brown and Norma D. Muller, OUP

This is designed for students of ESL who are studying computer science and related subjects. It helps students in three ways: it demonstrates and practices the grammar and text, format vocabulary used in the most frequently occurring functions, it develops the reading skills that are necessary to extract information from a text efficiently, and it provides up-to-date information on computers and how they operate.

English for the Medical Professions, Miller and McDonald, ABE

This specialized text prepares speakers of other languages to read medical books in English

English for the Travel Industry, Kruse and Kruse, ABE

This text prepares those in the travel industry for the many situations in which English is necessary.

English for Your First Job, D. Prince and J. Gage. Office of the Superintendent of Public Instruction, State of Washington, Text. RMC Beginning. Teaches job and social language for a wide variety of entry-level jobs. 1980

English for Your Job: A Beginning Vocational ESL Textbook. Prince, David, Gage, Julia, Fuller, Kris. Ill. Rygg-Nordell, Indochinese Materials Center, U.S. Department of Education, 324 East 11th Street, 9th Floor, Kansas City, Missouri 64106.

Designed for use with adult Indochinese refugees with limited English-speaking ability, this beginning vocational English as a second language (ESL) textbook aims to prepare students for entry-level work positions in assembly, sorting, and maintenance, by providing instruction in both language and basic skills that are relevant to these jobs. The text explores worker tasks (such as assembly, sorting, and checking quality) and work language (such as verbal and nonverbal directions). 1980, 130 pages.

English in Focus, Series Editors: J. P. B. Allen and H. B. Widdowson, OUP

This series will help students develop the reading and writing skills necessary for their chosen profession.

English in Mechanical Engineering, Eric H. Glendinning
Gateway Technical Institute

English on The Job

A 3-level series designed to assist Vietnamese students with occupational language skills, 1976. 145 pages, Cassettes available.

ESL in the Workplace: English for Specific Purposes in the Work Setting. Adult Education Series #14: Refugee Education Guide. Center for Applied Linguistics, Washington, D.C.
Language and Orientation Resource Center [February 82], 31 pages, ED 215 580, ERIC.

From the Classroom to the Workplace: Teaching ESL to Adults. ERIC/CLL Publication. Washington, DC
Center for Applied Linguistics. March, 1983.

Handbook for the VESL Teacher. NEC

Designed to help VESL teachers develop lesson plans and materials.

Improving Techniques in Teaching English for the Job: A Handbook. MacDonald, Ross, and others. Report to the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs. Rosslyn, VA: Interamerica Research Associates, Inc., National Clearinghouse for Bilingual Education, May, 1982.

3
Hearsay: A Text for Listening. English for Special Purposes Series: Nursing Aide. Clark, Marybeth; Hubbard, Katherine E., ERIC/CLL, ED 181 763.

This is the student handbook for the listening comprehension portion of a course in English as a second language for adult nursing aide students. Eleven units cover basic nursing skills. 1977, 123 pages.

Multi-Cultural Competency-Based Vocational Curricula VESL Guidelines. Multi-Cultural Competency-Based Vocational/Technical Curricula Series. ERIC, ED 205 789.

These guidelines serve as an introduction to a set of eight course curricula in the VESL (Vocational English as a Second Language) program. This document introduces the reader to the VESL concept; multicultural, competency-based materials of VESL; and how VESL can be used in prevocational and/or vocational classroom/shop programs. June 1981, 62 pages.

VESL For Accounting, Teacher's Manual and Student's Manual, CPC

These materials are designed to teach basic job related English for accounting and job seeking to the LEP student. The student's manual is organized into three units. The teacher's guide provides suggestions for working with a multi-level ESL class and lesson plans with objectives, class activities and tests. 1981

VESL For Data Processing, CPC

These materials are designed to teach basic job related English for data processing and job finding language to LEP students. The teacher's manual discusses bilingual vocational training, curriculum design, multi-level ESL classes, scheduling and uses of material. It also contains vocabulary lists, objectives, tests and supplemental materials and dialogues. 1981

VESL For Drafting, CPC

These materials are designed to teach basic job related English for drafting and job seeking language to LEP students. The teacher's guide begins with suggestions for teaching a multi-level ESL class. The remainder provides lesson plans. A partially annotated bibliography of professional reference materials is also included. 1981

VESL Guidelines, CPC

VESL GUIDELINES contains information on how and why VESL as an approach system is executed in the development of the Multicultural Competency-Based Materials as well as suggestions how this approach system can be replicated by others.

VESL For Key punch

These materials are designed to teach basic job related English for keypunch operators and job seeking to LEP students. The teacher's guide begins with suggestions for teaching a multi-level ESL class. The remainder provides lesson plans, each with student learning objectives, materials needed, strategies and section tests. A partially annotated bibliography of reference materials is also included. 1981

VESL for the Job-Site, NEC, First Edition

(Informative handouts, interview instruments for language-gathering at the job-site and sample lessons), English.

Vocational English: Level I

Wessellius, et al. Gateway Technical Institute, 1976. 35 pages.

Vocational English: Level II

Wessellius, et al. Gateway Technical Institute, 1976. 50 pages.

Vocational English: Level III

Wessellius, et al. Gateway Technical Institute, 1976. 37 pages.

The Vocational ESL Handbook. Friedenber, Joan E., and Bradley, Curtis H., Rowley, MA, Newbury House Publishers, Inc., 1984

You Can Make Pudding, RMC

(To give non-English speaking students introduction to the vocabulary of American convenience foods as well as their first experience with convenience foods), simple English with illustrations, large printing, from: ESL for Refugees in North Dakota, Dickinson, N. Dakota, (Barbara Korpi and Tim Cook), English, 7 pages, 100.889.

A. Dictionaries

Automotive and Mechanical Terms (CANH TU VE MAY MOC). RMC

List of terms used in the automotive and mechanical professions, By James R. Klassen, Newton, Kansas, English and Vietnamese, 7 pages, 220.189.

Be Vital: Bilingual Vocational Instructional Aide Training Program. Be Vital Program, Emily Griffith Opportunity School, 1250 Welton Street, Denver, Colorado 80204.

Instructional materials developed by participants of the bilingual vocational instructional aide training program (Be Vital) of the Denver Public Schools are provided. The materials, presented in English, Laotian, and Vietnamese, are aimed at adult learners. General information is provided on school policies, appropriate student conduct, and safety rules for an electronics class. Instructional materials cover the operation of office machines (typewriters and adding machines), power sewing, and electronics. Bilingual glossaries are provided on the following subjects: (1) auto mechanics, (2) auto body, (3) basic electronics, (4) electronic assembly, (5) office occupations, and (6) power sewing. 1980

Electricity and Electronics Dictionary, (TU DIEN & DIEN TU), VBS
English and Vietnamese, 252 pages, 220.165.

English Vietnamese Popular Mechanical Glossary (TU DIEN Co KHI THONG DUNG ANH VIET), VBS

English and Vietnamese, 220.164, 121 pages.

Glossary of Heating and Air Conditioning: Vietnamese-English Versions. Concepts (Series). Wehrs, George. Wisconsin Univ. - Stout, Menomonie. Bilingual Vocational Training Project.

This Vietnamese-English glossary of terms used in the heating and air conditioning trades is designed for limited English proficiency (LEP) students in vocational training programs. The glossary can be used as a supplement for existing vocational textbooks or as an instrument or career awareness for LEP students. Spanish and English, 1979.

Glossary of Key Words: Clothing Services, Food Services, Heating-Air-Conditioning, Radio-T.V. Repair, Welding, Vocational-Technical Curriculum Laboratory, Rutgers - The State University, Five separate books.

Intermediate to advanced. Contains lists of technical vocabulary for respective areas. Each word has 2 definitions - the first is more difficult and specific; the second, general and easier to understand. Sentences containing target words also provided. 1973

Glossary of Welding: Spanish-English. Vietnamese-English, Concepts (Series). Wehrs, George. Wisconsin Univ. - Stout, Menomonie. Bilingual Vocational Training Project.

This Spanish-English glossary of terms used in the welding trade is designed for limited English proficiency (LEP) students in vocational training programs. The glossary can be used as a supplement for existing vocational textbooks or as an instrument of career awareness for LEP students. 1979

Janitorial Vocabulary, RMC

Terminology list of words used in the janitorial profession, By James R. Klassen, Newton, Kansas, English and Vietnamese, 1 page, 220.190.

Lathe Vocabulary, RMC

Terminology List For Use with Lathe Machine, By James R. Klassen, Newton, Kansas, English and Vietnamese, 3 pages, 220.192.

A Working Vocabulary, A Dictionary of Words Used in the Workplace, RMC

(Terms normally used in the workplace), Heartland Area Education Agency, Ankeny, Iowa, Laotian, 18 pages, 420.085.

Word List For Company, RMC

(List of Words Used in Machine Shop Profession), By James R. Klassen, Newton, Kansas, English and Vietnamese, 2 pages, 220.191.

The following dictionaries are available from Associated Technical Services, Inc. Dictionary and Book division, 855 Bloomfield Avenue, Glen Ridge, New Jersey 07028, (201) 748-5673.

Frias-Sucre, A.G. COMMERCIAL DICTIONARY, SP-Engl/Engl-Sp (Diccionario Comercial, Espanol-Ingles/Ingles-Espanol). 3rd ed. Compilation of terms, phrases, abbr. encountered in commercial correspondence. 137 p; 1977

Pezinska, Z. DATA PROCESSING DICTIONARY, POLICY-ENGLISH-RUSSIAN (Słownik Informatyki, Polsko-Angielsko-Rosyjski). . With extensive definitions in Polish 120 p; 1981

Codera, J.M.M. DICCIONARIO DE CONTABILIDAD. 2nd ed. In Spanish Detailed definitions of accounting terms. 230 p; 1978

Johannsen, H. DICCIONARIO DE MANAGEMENT. Sp-Engl/Engl-Sp. Also, extensive definitions in Spanish 244 p; 1972

Blanes, J.P. DICTIONARY OF ACCOUTNING TERMS, Engl-Sp/Sp-Engl. 11,000 terms provide good coverage. Sp. & Engl. abbr. 393 p; 1981

Olivetti. DICTIONARY OF COMPUTER SCIENCE, ENGLISH-SPANISH (Diccionario de Informatica, Ingles-Espanol). 2nd ed. 256 p; 1976

Salto Dolla, A. DICTIONARY OF DATA PROCESSING (Diccionario de Terminos de Proceso de Datos). Sp-Engl/Engl-Sp. 2500 terms with definitions in Spanish Abbr. 446 p; 1979

Abdeen, A. ENGLISH-ARABIC DICTIONARY OF ACCOUNTING & FINANCE. With an Arabic-English glossary. With extensive definitions in English & Arabic Supplemented with charts, tables, examples. 266 p; 1981

Acad. Sin. Beijing. ENGLISH-CHINESE GLOSSARY OF AUTOMATION & INSTRUMENTATION. 14,000 terms based on Russ & additional sources. 205 p; 1974

Ren Ming-you. ENGLISH-CHINESE DICTIONARY OF COMPUTER SCIENCES TERMINOLOGY. 6000+ terms. Chinese index . English abbr. given full English & Chinese expansions. Simplified Chinese characters. 700 p; 1978

Ch. Un. Pr. A GLOSSARY OF ACCOUNTING AND FINANCE TERMS, ENGLISH-CHINESE. 80 p; 1980

3R95 Chu Hsin Feng. ENGLISH-CHINESE/CHINESE-ENGLISH DICTIONARY OF BUSINESS TERMS. 478 p; 1973

Miyayama, H. GLOSSARY OF AGRICULTURAL TERMS. Engl-Viet-Jap. 261 p; 1975

SAE. GLOSSARY OF AUTOMOTIVE TERMINOLOGY, FR-ENGL/Engl-FR. 17,000 entries. 226 p; 1977

Isaacs, A. MULTILINGUAL COMPUTER DICTIONARY. Engl-Ger-Sp-Fr-Ital-Port . 332 p; 1981

IV Professional References

Assessing Successful Strategies in Bilingual Vocational Training Programs. Troike, Rudolph C., and others.

Report to the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs. Rosslyn, VA: Interamerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1981.

Bilingual Vocational Educational Curriculum Development. Anthony Lloyd and others. ED 192034, ERIC

Contains seven modules that describe the process of developing curriculum materials to be used by students of limited-English-speaking ability. 1979, 207 pages.

Bilingual Vocational Instructional Materials: Evaluation, Modification, and Development. Friedenbergl, Joan E., and Bradley, Curtis H., CAL

Bilingual Vocational Training with Trainers and Trainees: Concepts and Applications, RMC

(Booklet transmitting innovative techniques and approaches necessary for bilingual skills training for adults and out-of-school youth), By Dennis Sayers, University of Hartford, from State Dept. of Education, Hartford, CT., English, 45 pages, 100.885.

CETA/Vocational Education Linkages for Limited English Proficiency Students: Interim Report. Callejas, Juan Jose
University of Illinois, 1981.

Challenge of a New Beginning. NEC

A videotape showing the difficulties refugees face in the American job market and what refugee programs do to alleviate these problems.

Developing a Job Club Curriculum. NEC

Description and definition of a job club, list of resources, and curriculum.

Developing Cultural Orientation Materials. NEC

Information about cultural orientation instruction, list of resources, and sample lessons.

Evaluation of Vocational Education Programs Serving Limited English Proficiency Students. Gonzalez, Juan C.
University of Illinois, 1981.

Foundations and Strategies for Bilingual Vocational Education: A Handbook for Vocational-Technical Education Personnel. Bradley, Curtis H., and Friedenbergl, Joan E., Washington, DC:
Center for Applied Linguistics, August, 1982.

A Guide to Culture in the Classroom. Saville-Troike, Muriel, Rosslyn, VA
National Clearinghouse for Bilingual Education, 1978.

Horizon: An Overview of Vocational Education and Employment Training Services for Limited-English Proficiency Persons in California. Rezabek, Dale J., and others.

Report to the California Advisory Council on Vocational Education.
Sacramento, CA: California State Department of General Services, Office of Procurement, Publications Section, 1981.

Identification And Assessment Of Limited English Proficient Students In Vocational Education: A Handbook For Procedures, Techniques, And Resources. CPC

This handbook is designed to help teachers, administrators, counselors and others, in identifying, assessing and placing limited English proficiency students in vocational education. The handbook contains four sections covering identification, referral process, assessment and uses of the assessment information. Each section provides an overview, suggested procedures and reference to appropriate resources. A major part of this document is the appendix section which includes sample resources and an extensive, descriptive list of testing instruments to assess language proficiency, vocational interests and aptitude, career development or maturity, and general achievement levels.

Identification, Assessment, and Placement of Limited English Proficiency Students in Vocational Education. Cordova, Rose Mary
University of Illinois, 1981.

Limited English Proficiency Students in Vocational Education: A Handbook For Vocational Educators, CPC

Designed to assist vocational teachers with mainstreamed LEP students at the secondary and post-secondary level. It includes a listing of suggested teacher competencies, several major strategies to be used in teaching LEP students, and detailed descriptions of resources available to assist vocational teachers.

Manual for Instructors, Bilingual Vocational Training Programs, RMC
(Teachers manual for Bilingual Vocational Training), includes: Vocational Area, Related Skills Area, Job-specific ESL Area and Life Skills Area, State Dept. of Education, Hartford, CT., English, 35 pages, 100.886.

Meeting The Needs of Limited English Proficient Students, Suggestions for Educators, RMC, Barbara Van Ausdall,
(Handbook for school administrators, classroom teachers and ESL teachers giving suggestions on meeting the educational needs of LEP students), 100.884.

A Monograph for Bilingual Vocational Instructor Competencies. Brady, Mary Ella, and Peterson, Morris.
Report to the U.S. Department of Education, Office of Vocational and Adult Education, submitted by Kirschner Associates, Inc., Washington, DC.
Los Angeles, CA: National Dissemination and Assessment Center, California State University, Los Angeles, 1981.

Multicultural Competency-Based Vocational/Technical Curricula, CPC
Curriculum material to assist persons working with limited English proficient persons in vocational education. Each of the items in the series contains a competency-based curriculum in ESL with program introduction, outline, and lexicon of technical terms in English, Laotian, and Spanish. 1981

1. Food Service
2. Maintenance Mechanic
3. Autobody Repair
4. Automotive Mechanic
5. Fiberglass Technician
6. Machine Trades
7. Combination Welding
8. Clerical Cluster

Overcoming Obstacles to Full Participation of Trainees in Bilingual Vocational Training Programs. Berry, Dale W., and Feldman, Mona A.
Report to the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs. Bethesda, MD: Miranda Associates, Inc., December, 1983.

Pre-Service Training For Vocational Teachers Of The Limited English Speaking, CPC

Intended for supplementary use in existing secondary and adult education methodology course offerings. The materials include the following parts: (1) generic instructional packets for awareness of the language and culture-different student, (2) specialized packets in business education, home economics, and industrial technology, and (3) selected annotated bibliography and selected review of the literature of the limited English speaker in mainstream vocational education. 1982

Serving Limited English Proficient Students in Vocational Education: Inservice Resource Guide, CPC

This guide is a resource for individuals interested in or responsible for inservice staff development activities related to career and vocational education for LEP youth and adults. It is organized into three major sections: 1) Principles and Guidelines for Planning and Managing Inservice Activities, 2) Inservice Presentations, and 3) Inservice Resources. 1982

Strategies for Using External Resources in Bilingual Vocational Training Programs: A Guide for Program Planning and Operation. Peterson, Morris, and Berry, Dale W.

Report to the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, submitted by Kirschner Associates, Washington, DC. Los Angeles, CA: Evaluation, Assessment and Dissemination Center, California State University, Los Angeles.

Testing and Ethnic Minority Students: An Annotated Bibliography Vasquez, James A., and others. Rosslyn, VA
National Clearinghouse for Bilingual Education, 1981.

Vocational Careers in Which a Language Other Than English Is an Asset. Feldman, Mona A., and others.

Report to the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs. Bethesda, MD: Miranda Associates, Inc., 1982.

Vocational Education For The Limited English-Speaking: A Handbook For Administrators, CPC

A guide to assist vocational administrators and other educators in designing vocational education programs which meet the special needs of limited English-speaking persons. 1979

Vocational Programming For The LEP, CPC

Resource material to assist persons seeking to provide vocational programming and services for students with limited English proficiency.

Vocational Training for LEP's: Ten Tips for Teachers. Bradley, Curtis H., and Friedenber, Joan E., Sound/Color Filmstrip. Washington, DC Center for Applied Linguistics, 1983.

Welcome, RMC

(Manual divided into 4 sections: introduction, cultures, classroom management and activities and bibliography), manual to assist teachers to teach ESL students, (explains cultures of Cambodia, China, Lao/Hmong, Mexican-Americans & Vietnamese), hints and techniques of classroom management, etc., from Wichita Public Schools, Wichita, Kansas, (Graciela Kavulla), English, 89 pages, 100.890.

V. BIBLIOGRAPHIES

Annotated Bibliography of English for Special Purposes. Allix, Beverley, Comp., Ontario Ministry of Culture and Recreation, Toronto.

This annotated bibliography of English for special purposes (ESP) materials comprises six major sections covering: (1) books, monographs, reports, and conference papers; (2) periodical articles and essays in collections; (3) theses and dissertations; (4) bibliographies; (5) dictionaries; and (6) textbooks in series. 1978

Bibliography Of Bilingual Materials For Career/Vocational Education, CPC

A bibliography of career and vocational education related holdings from the library collections at the Bilingual Education Service Center. It is designed for use by counselors, vocational instructors and ESL teachers. 1980

Bibliography of Currently Available Vocational Education Curriculum Materials For Use With Students of Limited English Proficiency. Adams, Susan B.,

Taylor, Stephanie. ED 181 284, ERIC

Western Kentucky University, Bowling Green, Center for Career and Vocational Teacher Education [June 79].

Bilingual Materials

East Central Network/Illinois Vocational Curriculum Center. ECN/IVCC, Sangamon State University, E-22, Springfield, IL 62708 (217/786-6375 or toll-free in Illinois 800/252-8533).

Bilingual Vocational Education Library Bibliographical List, RMC
(Bibliographical listing of material on Bilingual Vocational Education), includes materials on Adult Education, Assessment Career Education, Counseling and Guidance, Cultural and Multicultural, etc., from State Dept. of Education, Hartford, CT., English, 74 pages, 100.888.

Bilingual Vocational Instructional Materials: Curriculum Development Resources and Priority Areas, RMC

(Resource bibliography, includes: Agriculture education, Distributive education, Health occupations, Home economics, Industrial Arts, Business and Office Occupations, Technical Education, etc.), Bilingual Vocational resources in many languages by Dennis Sayers, University of Hartford, from: State Dept. of Education, Hartford, CT., English, 108 pages, 100.887.

Counseling and Minorities: A Bibliography. Vasquez, James A., and Gold, Clotilde. Rosslyn, VA: National Clearinghouse for Bilingual Education, 1981.

English for Specific Purposes. Information Guide 2. British Council, London England, ED 176 536, ERIC.

English-Teaching Information Centre. April 1976. 67 pages.

This bibliography of materials lists textbooks, technical readers, articles, resource books, reports, dictionaries, reference books, bibliographies, word frequency lists, catalogues of teaching aids, games and activities, current research in Britain, documents available in the archives of the English Teaching Information Centre, and theses.

A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults (Second revised version). ED 197 627, ERIC
Adult Education Series #2: Indochinese Refugee Education Guides. English Language Resource Center Washington, D.C. [November 80], 75 pages.

Vocational Curriculum Resources for Bilingual Students. A Guide to Print and Non-Print Instructional Materials. By R. Michael Mangano and Sarah J. Kryszak. ED 182 494, ERIC

Contains instructional checklists for resources identified in the following areas: auto mechanics, basic math skills, basic reading skills, business education, career education, carpentry, custodial and maintenance, and more. 1979

Offline Computer Search, NCBE

Vocational Bilingual Education, 156 pages, 214 citations, BEBA & ERIC, 1982

PUBLISHERS

ABE, Adult Basic Education Services, McGraw Hill. St., Princeton/Hightstown Road, Hightstown, NJ 08520, (609) 426-5615.

AIM, Aims Instructional Media Services, Inc. 626 Justin Avenue, Glendale, CA 91201, (800) 367-2467.

AEP, Allied Educational Press, P.O. Box 737, Niles, Michigan 49120, (616) 884-7855

ATS, Associated Technical Services, Inc., Dictionary and Book Division, 855 Bloomfield Avenue, Glenridge, New Jersey 07028, (201) 748-5673.

CAL, Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209, (202) 298-9292.

CPC, Curriculum Publications Clearinghouse, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455, (309) 298-1917.

EDRS, Computer Microfilm International Corp., P.O. Box 190, Arlington, VA 22210.

For the location of ERIC collections in your area write to the ERIC Clearinghouse of Languages and Linguistics at the Center for Applied Linguistics.

Emily Griffith Opportunity School, 1250 Wellon Street, Denver, Colorado 80204.

ECN/IVCC, East Central Network, Illinois Vocational Curriculum Center, Sangamon State University E-22, Springfield, IL 62708, (217) 786-6375.

ERIC-EDRS, ERIC Document Reproduction Service Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210.

ERIC/CLL, ERIC, ERIC Clearinghouse on Languages & Linguistics, 3520 Prospect Street, N.W. Washington, D.C 20007, (202) 298-9292.

FER, Frank E. Richards Publishing Co. Inc. P.O. Box 66, Phoenix, New York 13135

GTI, Gateway Technical Institute, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 964 Educational Science Building, 1025 West Johnson Street, Madison, WI 53706, (608) 263-4357.

HWB, Hopewell Books, Inc., 1670 Sturbridge Drive, R.D. #1, Sewickley, Pennsylvania 15143.

Indochinese Materials Center, See RMC

IML, Institute of Modern Language, 2622 Pittman Drive, Silver Springs, MD 20910, (301) 565-2580.

J, Janus Book Publishers, 3541 Investment Building, Suite 5M, Hayward, CA 94545, (800) 227-2375.

KAI, Kirschner Associates, Inc., Suite 800, 1100 - 17th Street, N.W., Washington, DC 20036.

L, Longman, Inc., 72 - 5th Avenue, New York, NY 10011, (800) 445-4510.

MGH, McGraw Hill Book Company, Distribution Center, Princeton Road, Hightstown, New Jersey 80520, (609) 426-5254.

Minerva Book, Ltd., 137 West 14th Street, New York, NY 10011, (212) 929-2852.

NCBE National Clearinghouse for Bilingual Education, 1300 Wilson Boulevard, Suite B2-11, Rosslyn, Virginia 22209, (800) 336-4560

NDAC, National Dissemination and Assessment Center, California State University, 5151 State University Drive, Los Angeles, CA 90032.

NH, Newbury House Publishers, 54 Warehouse Lane. Rowby, MA 01969, (800) 343-1240.

NEC, Northwest Education Cooperative, Yvonne Donatoni, 500 South Dwyer Avenue, Arlington Heights, Illinois 60005, (312) 870-4100

NEC, OUP, Oxford University Press, English Language Teaching Department, 200 Madison Avenue, New York, NY 10016, (212) 679-7300.

RMC, Refugee Materials Center, U.S. Department of Education, 324 East 11th Street, 9th Floor, Kansas City, Missouri 64106, (816) 374-2276, Publications from this source are free.

RP, Regents Publishing Company, Two Park Avenue, New York, New York 10016, (800) 822-8202.

Relatina Publications, P.O. Box A3841, Chicago, IL 60690, (312) 939-3647.

Rutgers - The State University, Vocational-Technical Curriculum Laboratory, Building 4103 - Kilmer Campus, New Brunswick, NY 08903.

SFC, Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025.

SW, South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227, (800) 431-1288.

TAP, The Alemany Press, Ltd., P.O. Box 5265, San Francisco, California 94101, (415) 661-1515, (write for catalog)

TFC, The Flame Co., 167 Kelly Boulevard, Staten Island, NY 10314, (914) 762-3466, (212) 273-6206.

University of Illinois

Illinois Department of Commerce and Community Affairs, 620 East Adams Street,
Springfield, Illinois 62701, (217) 782-7500.

UP, University Press of America, 4720 Boston Way, Lanham, MD 20706,
(301) 459-3366.

VBS, Vietnamese Book Store, P.O. Box 66, Houston, Texas 77272,
(713) 498-1474.

The Vocational Studies Center University of Wisconsin-Madison, 964 Educational
Sciences Building, 1025 West Johnson Street, Madison, Wisconsin 53706,
(608) 263-4357.

Vocational Technical Curriculum, See Rutgers - The State University.

Wisconsin University, Bilingual Vocational Training, Project Stout, Menomonie,
Wisconsin.

APPENDIX B

Listing of Resource and Community Agencies

Resource Agencies

The following is a listing of national, state and local resource and community agencies dedicated to providing assistance and disseminating information to educators of Limited English Speaking students and/or vocational students. These agencies are well aware of your needs and would welcome any questions you may have concerning your work with Limited English Speaking Vocational students. Merely write or phone the agencies at the addresses listed below. This listing was compiled by the Bilingual Vocational Project Office, 364 Ritter Hall, Department of Vocational Education, Temple University, Philadelphia, Pennsylvania 19122. Raymond S. Lolla, Ph.D. - Project Director; Valerie J. Vernon - Resource Associate, (215) 787-6204/8374.

I. STATE AND LOCAL RESOURCE AND COMMUNITY AGENCIES

Council of Spanish Speaking Organizations, Inc.
2023 N. Front St.,
Philadelphia, PA 19122
GA6-7985

City Wide Service

Concillo was organized to help articulate the aspirations of the Spanish speaking community and to carry out programs for the improvement of its social and economic welfare. Programs include: employment placement, social service, Senior Citizens Center, Consumer Education & Protection, Drug Treatment and Prevention Center, community development.

Fellowship Commission
117 South 17th Street
Suite 600
Philadelphia, PA 19103
854-0935

Contact: Berit Lakey

Fellowship Commission has historically been committed to facilitating better human relations and has promoted the concept of "living-together skills" as an integral part of the educational process. It brings together citizens and organizations from all over the city to work on promoting healthy human relations in the community.

Fellowship Commission can provide consultations, workshops and other services to facilitate the integration of new population groups into schools, neighborhoods, the economy and civic endeavors. Fellowship Commission can also provide conflict resolution services for conflicts between different racial and/or religious groups.

Fellowship Farm
R.D. #3 Saratoga Road
Pottstown, PA 19464
248-3343

Contact: David P. Tulin

Fellowship Farm is an educational center offering human relations programs throughout the greater Philadelphia area, as well as at its 126-acre conference center near Pottstown. Fellowship Farm facilities include overnight accommodations as well as dining and meeting rooms, a swimming pool and other recreational space.

Services available to the school community: Fellowship Farm provides programs on leadership development in human relations for junior and senior high school students. It offers staff development workshops for administrators and teachers on "Unlearning Racism", as well as similar workshops for teenagers aimed at developing respect and trust among and between different ethnic and racial group members. Other programs have been designed to improve relations between recently arrived high school-age immigrants and refugees and American-born students. Programs are available on similar themes for parents.

Hispanic American Council, Inc.
Bilingual Community Center
554 East 10th Street
Erie, PA 16503
(814) 455-0212

Contact: Bill Murphy, Director

Serves the Hispanic community in Northwest Pennsylvania.

Services provided: Adult Education, ESL, GED, Civil service exam preparation and Vocational rehabilitation.

The International Institute
457 E. Sixth Street
Erie, PA 16507
(814) 452-3935

Contact: Margaret Rex

Serves the Indochinese community in Northwest community in Northwest Pennsylvania.

Services provided: ESL, computer and business training for Indochinese populations and Vietnamese classes for children.

Lower Susquehanna Bilingual Education/English to Speakers of Other Languages (Los Besol)

Lancaster-Lebanon IU #13
1110 Enterprise Road
East Petersburg, PA 17520
(717) 569-8561

Contact: Doris Herr Zook
358 Meadowview Drive
Mountville, PA 17554

Serves Teachers working with LEP populations in Southeast Pennsylvania.

Services provided: Gathering and disseminating information on new materials and workshops four times/year.

Materials available: Use of Los Besol library and quarterly newsletter.

Migrant Education

State Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17108
(717) 787-7135

Contact: Joe Dunn, Coordinator

Serves all school districts in Pennsylvania.

Services provided: Technical assistance, teacher/parent inservice training, Migrant Students Record Transfer System and teachers and/or materials.

National Conference of Christians and Jews

1324 Locust Street
Suite 202
Philadelphia, PA 19107
546-337

Contact: Charlotte Hummel

National Conference of Christians and Jews (NCCJ) is a human relations organization working to promote justice, understanding and cooperation among all peoples. It has fifty years of experience in combatting prejudice, and engages in programs designed to resolve problems between different racial and religious groups.

Services available to the school community: NCCJ has a youth group called SPUR - Students Prepared to Undertake Responsibility - with members from public, private and parochial high schools throughout the five-county area. Through its "Human Relations Training for Leaders" program, NCCJ works with students, administrators, and teachers in junior and senior high schools to improve intergroup relations.

Nationalities Service Center
1300 Spruce Street
Philadelphia, PA 19107
893-8407

Contact: Winnie Lanoix

Nationalities Service Center (NSC) has worked for more than sixty years to eliminate barriers caused by language and cultural differences. It works to build upon the strengths that come with a diverse community, and serves immigrants and non-immigrants, refugees, non-English speakers and their descendants.

Services available to the school community: NSC administers the Green Circle program, a human relations training program for students at all grade levels in more than a dozen city schools. It offers cross-cultural workshops to increase respect, understanding and communication among students, parents, teachers, administrators, community groups and social service providers, etc. NSC often acts as a liaison between schools and various ethnic communities. It also assists in curriculum development and in the dissemination of information concerning the different minority communities in the Philadelphia area.

Pennsylvania Department of Education
PDE Resources Center/VEIN
11th Floor
333 Market Street
P.O. Box 911
Harrisburg, PA 17108
(717) 783-9192

The PDE Resource Center/VEIN* is an information service for educators in Pennsylvania. Its purpose is to provide relevant, up-to-date references, referrals and materials that address a client's specific information needs.

Resource Center staff members work with teachers, administrators, teacher educators, librarians, curriculum planners, researchers and others involved in various aspects of education.

A variety of services to meet your informational needs include:

- o Computer searches of the Educational Resources Information Center (ERIC) system and other databases.
- o Curriculum and informational services to vocational educators through VEIN.
- o On-site collections containing examples of school improvement products generated by school districts, and over 2500 items in the major fields of vocational education.
- o The Pennsylvania Education Resource File (PERF). This computerized file contains information about educational programs, professional services and documents available to Pennsylvania educators.
- o Bibliographies on selected topics of interest to educators. A list may be obtained by contacting the Resource Center/VEIN.
- o Collections of software reviews, evaluations and information on publishers and producers of software.
- o Informational support to those school districts involved in the school improvement process.

Pennsylvania Association for Bilingual Education (PABE)

1322 Curstel Way
Westchester, PA 19380
(215) 868-0133

Contact: Sergia Montz, President
Martha Velasquez de Loescher, Secretary

Serves school personnel, community workers, students in Pennsylvania.

Services provided: Conferences (spring and fall) and workshops.

Materials available: Newsletter

Penn-TFSOL East

Delaware Technical and Community College
333 Shipley Street
Wilmington, DE 19801
(302) 571-5336 or (302) 571-5318

Contact: Carol A. Puhl, President Penn-TESOL East

Serves ESL teachers in higher education, adult education, secondary and elementary education in Eastern Pennsylvania, Southern New Jersey and Delaware.

Services provided: Conferences (fall and spring), special workshops as identified by member and workshops on request.

Materials available: Newsletter (four times/year).

Philadelphia Commission on Human Relations -- Community Relations Division

City Hall Annex, Room 612
Philadelphia, PA 19107
686-6347

Contact: Denise Uhlman

The Philadelphia Commission on Human Relations is an official City agency which monitors and enforces the City's Fair Practices Ordinances and State non-discrimination laws. The Community Relations Division investigates complaints of intergroup conflict and offers counseling and mediation services in striving to deal with neighborhood problems as they occur. Its goal is the improvement of inter/intra group relations.

Services available to the school community: The Community Relations Division works with parents, teachers, administrators and others interested in lowering specific intergroup tensions, reducing the number of school-related race or ethnic group incidents in the neighborhoods, and in providing support for mutual understanding and cooperation.

Philadelphia Opportunities Industrialization Center, Inc.
1231 N. Broad Street
Philadelphia, PA 19122
236-5400

Areas served: Germantown, West Philadelphia, North Philadelphia, Norristown. Non-profit manpower training center which services the under-employed by providing skills training in nineteen different areas.

Refugee Education
Department of Education
333 Market Street
P.O. Box 911
Harrisburg, PA 17180
(717) 783-6649

Contact: Myrna Delgado, Coordinator, Refugee Program

Serves all school districts in Pennsylvania.

Services provided: Teacher training.

Materials available: Booklets for teachers in Vietnamese, Italian, Greek, and Arabic.

Research and Information Services for Education (R.I.S.E.)
725 Laley Road
King of Prussia, PA 19406
(215) 265-6056

The School District of Philadelphia -- Desegregation Unit
21st Street and The Parkway
Philadelphia, PA 19103
299-7672

Contact: Dr. Irene Jameson

The School District of Philadelphia has workshops available in the areas of multicultural awareness, human relations, teacher expectation and student achievement, and effective education. In addition, the Desegregation Unit presents workshops on the Modified Desegregation Plan and educational opportunities available under the Plan. The workshops may be for teachers, students, parents, administrators and community groups.

Temple University
Merit Center
Room 989
Ritter Annex
Temple University
Philadelphia, PA 19122
(215) 787-6258

Contact: Dr. Gladys Valcourt

Serves teachers and program planners in New Jersey, Delaware, Maryland and Pennsylvania.

Services provided: Workshops: Bilingual/ESL, M.A., Ph.D. in Speech Pathology; M.Ed. and Ed.D. in Special Education; M.Ed., Ed.D. in School Psychology.

Materials available: Bilingual/ESL Library: 10,000 books/materials, computer retrieval system. Materials available in Spanish, Vietnamese, Korean, Greek, Chinese and Japanese.

Woodrock, Inc.
2334 N. Front Street
Philadelphia, PA 19133
423-3452

Contact: Alden K. Lanphear

Woodrock is a youth agency serving primarily the Kensington-Fishtown area. The agency provides programs based on the needs of teenagers facing racial and ethnic confrontation and misunderstanding, and provides opportunities for youth to interact in a positive environment. Coordinated services are provided to teachers, youth, and parents.

The following agencies provide services for Southeast Asian refugees and can make use of volunteer help:

Catholic Social Services
222 N. 17th
Philadelphia, PA
587-3909

Lutheran Children and Family Services
2900 Queen Lane
Philadelphia, PA
951-6850

Jewish Employment & Vocational Services
1624 Locust
Philadelphia, PA
893-5900

The following "Mutual Assistance Associations" (MAAs) are made up of the refugees themselves. They often can provide information and speakers for interested groups:

Lao Family Community Association
886-5406

Greater Philadelphia Overseas Chinese Association
329-1499

Hmong United Association of PA
854-0935

Cambodian Association of Greater Philadelphia
789-1904

Vietnamese Buddhist Association of Greater Philadelphia
626-8499

II. NATIONAL RESOURCE AGENCIES AND REFERENCES

Bilingual Vocational Training Program
Office of Bilingual and Minority
Language Affairs

U.S. Department of Education
Room 421, Reporters Building
7th and D Streets, S.W.
Washington, D.C. 20202
(202) 245-2600

Contact: Dr. Richard Naber, Program Specialist

Center for Applied Linguistics (CAL)
3520 Prospect St., N.W. 2nd Floor
Washington, D.C. 20007
(202) 298-9292

Contact: Dr. G. Richard Tucker, Director

Services provided: Workshops, materials, consultations, and conferences on a wide range of topics, literacy training, survey of communication patterns and needs, evaluation of language and literacy programs, translation and document services, development of tests and placement instruments and interpretation of results, development and implementation of language and cross-cultural communication programs, retrieval and synthesis of language-related information and development of materials, from vocational English courses to orientation packets for newcomers to the U.S.

Materials available: Large variety of publications for sale to public: culture, language acquisition, linguistics, teacher training Catalog available upon request.

Curriculum Publications Clearing House for Vocational Education
46 Horrabin Hall
Western Illinois University
Macomb, IL 61455
(800) 322-3905

Write for catalogue - excellent materials.

ECN/IVCC
Sangamon State University, E-22
Springfield, IL 62708
(217) 786-6375

Write for bibliography of bilingual materials.

Educational Resources Information Center (ERIC)

ERIC is a decentralized network of sixteen clearinghouses that assist educators in locating information about research, exemplary programs, and curriculum material. Each center offers manual or computer search services of the entire ERIC database and prepares information analysis papers on selected topics in its areas of expertise.

ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS)
Box 3AP
New Mexico State University
Las Cruces, New Mexico 88003
(505) 646-2623

Contact: Amelita Hill, User Services Specialist

A major focus of this clearinghouse is on information resources relevant to American Indians, Mexican Americans, and migrant populations.

ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL)
Center for Applied Linguistics
3520 Prospect Street, N.W.
Washington, D.C. 20007
(202) 298-9292

Contact: Jeanne Rennie, User Services Coordinator

Operated by the Center for Applied Linguistics, this clearinghouse has several publications and bibliographies relevant to bilingual education. Topics include the current status of legislation, the role of the bilingual community in bilingual education, and English as a second language. Graduates theses and doctoral dissertations in bilingual education have also been compiled. Information about publications and computer search services is available upon request.

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

Evaluation, Dissemination and Assessment Center - Lesley College (EDAC)
49 Washington Avenue
Cambridge, MA 02140
(617) 492-0505

Contact: Dr. Paul Liberty, Director

Title VII Network

Services provided: Technical services in evaluation and assessment, and dissemination of bilingual education materials.

Materials available: Classroom materials in core curricula and supplementary materials in 12 languages, professional teacher materials, (catalog available upon request).

Georgetown University Bilingual Education Service Center
Suite 376
3520 Prospect St., N.W.
Washington, D.C. 20007
(202) 625-3540

Serves anyone interested in bilingual education: administrators, teachers, aides working in bilingual education programs; parents of students in bilingual programs.

Services provided: Training and technical assistance (including reference and referral, consultations and workshops) on program design, implementation and evaluation.

Materials available: Resource Library (over 20,000 reference volumes, textbooks and audiovisual aids) and a brochure describing services.

Handicapped Minority Research Institute
4665 Lampson Avenue
Los Alamitos, CA 90720
(213) 598-0481

Contact: Dr. Victor Rodriguez

Serves researchers, teachers and policymakers.

Services provided: Information on language minority students who are educable mentally retarded, specific learning disabled, or language impaired. Training for graduate students at four California universities.

Materials available: Research reports.

Illinois ESL Adult Education Service Center
Northern Area Adult Education Region
500 S. Dwyer Avenue
Arlington Heights, IL 60005
(312) 870-4130

Writer for adult ESL suggested materials list, May 1983.

Illinois Vocational Curriculum Center
Building E, Room 22
Sangamon State University
Springfield, IL 62708
(217) 786-6375 or (800) 252-8533

Write for catalogue.

Indochinese Resource Action Center (IRAC)
1424 16th Street, N.W.
Suite 404
Washington, D.C. 20036
(202) 667-7810

Contact: Dr. Le Xuan Khoa, Director

Serves anyone working with Indochinese refugees.

Services provided: Conferences and workshops on resettlement issues and concerns (only incidentally concerned with education).

Materials available: The Bridge (covers resettlement and legislation issues).

Intercultural Development Research Association (IDRA)
5835 Callaghan, Suite 350
San Antonio, TX 78128
(512) 684-8180

Contact: Jose A. Cardenas, Executive Director

A nonprofit organization, IDRA offers a variety of services to educators and the general public in the area of bilingual education. Major areas of involvement include research, curriculum development, information dissemination, school financing and training and technical assistance. Training workshops are available for planning needs assessment, developing community relations, complying with state and federal laws and in evaluating programs.

International Reading Association (IRA)

800 Barksdale Road
P.O. Box 8139
Newark, DE 19714
(302) 731-1600

Contact: Dr. Ronald Mitchell

Serves teachers of reading (including those teaching limited English proficient students).

Services provided: Conferences (including an annual one), publications and materials, committee on multi-literacy in multicultural settings, committee on Spanish language reading, bilingual reading SIG.

Materials available: Books on specific reading topics, three journals: The Reading Teacher, Journal of Reading, Reading Research Quarterly, Newsletter: Lectura y Vida.

National Association for Asian and Pacific American Education (NAAPAE)

2727 29th Street, N.W.
Washington, D.C. 20008
(202) 265-3088

Contact: Jeannette Kwok, President-Elect

Serves teachers and university faculty.

Services provided: National Conference, May 2-5, 1984, New Orleans, LA. Sponsors regional workshops and conferences, Annual East Coast Asian-American Education Conference.

Materials available: Clippings (quarterly newsletter), occasional papers (list of over 50 papers available upon request).

National Association for Bilingual Education (NABE)

1201 16th Street, N.W.
Washington, D.C. 20036
(202) 822-7870

Contact: Carolyn Riddick

NABE is a professional organization for bilingual educators with a general office located at the above address. The NABE Journal, published three times a year by the National Association for Bilingual Education, provides information about current research educational methods and materials, legislation and major issues in the field. NABE News is published five times a year and provides members with updated information on workshops, conferences, legislative activities and activities of state affiliates. Membership fees vary according to category.

National Association for Vietnamese American Education (NAVAE)

3206 Wynford Drive
Fairfax, VA 22031
(703) 323-2065 or (703) 560-7662

Contact: Dr. Nguyen Manh Hung, President
or
Nguyen Ngoc Bich, Vice President
(East Coast)
6433 Northanna Drive
Springfield, VA 22150
(703) 971-9178
(202) 625-3540

Serves anyone in Indochinese education: parents, teachers and administrators.

Services provided: National Conference, March 29-31, 1984 Anaheim, California. Main sponsor of Annual Vietnamese Studies Symposiums, consultations, workshops, and conferences.

Materials available: NAVAE Newsletter (quarterly), membership directory, 50 selected papers from previous conferences dealing with refugee education and social services, duplication of curriculum and testing materials in Indochinese languages.

National Center for Bilingual Research (NCBR)

4665 Lampson Avenue
Los Alamitos, CA 90720
(213) 598-0481

Contact: Amado Padilla, Director

Serves educators, researchers, and policymakers.

Services provided: Conducts fundamental research on language acquisition and use; analyzes national and community survey data on issues related to the education of language minority populations, provides information for national and local educational policymakers, educators and researchers; provides consultations, workshops and conferences for researchers and educators.

Materials available: NCBR reports (based on results of specific research projects), technical notes (which serve to document a particular phase of an activity), professional papers (conference presentations made by NCBE staff and others), special publications addressing policy issues affecting the education of language minorities and a list of publications available.

The National Center for Research in Vocational
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- o Generating knowledge through research
- o Developing educational programs and products
- o Evaluating individual program needs and outcomes
- o Providing information for national planning and policy
- o Installing educational programs and products
- o Operating information systems and services
- o Conducting leadership development and training programs

National Clearinghouse for Bilingual Education (NCBE)
1555 Wilson Boulevard
Suite 605
Rosslyn, VI 22209
(800) 336-4560
(703) 522-0710 (Washington, D.C. area)

Operational since October 1977, the National Clearinghouse for Bilingual Education (NCBE) addresses the information needs of groups and individuals with backgrounds reflecting more than seventy minority languages. The clearinghouse provides information about bilingual education and related areas; provides access to a database related to bilingual education; provides information on legislation and policies; coordinates information gathering; processing, and sharing; and conducts public information activities about bilingual education.

The clearinghouse also offers MICRO (Microcomputer Courseware Resources Online), a computerized database featuring over 180 courseware/software programs that can be used in bilingual education, ESL, and foreign language settings.

NCBE publishes FORUM, a free monthly national newsletter containing news articles, reports on research and legislation, book reviews, and a conferences and events calendar. A products list describing all clearinghouse publications is available free of charge.

New Jersey Vocational Education Resource Center
Rutgers University
200 Old Matawan Road
Old Bridge, NJ 08857

Write for bibliography of LEP/ESL/Bilingual Education Materials.

Northwest Educational Cooperative
Bilingual Vocational Education Project
500 South Dwyer Avenue
Arlington Heights, IL 60004
(312) 870-4100

Write for information and bibliography.

Office of Bilingual Education and Minority Languages Affairs
400 Maryland Avenue, S.W.
Reports Building, Room 421
Washington, D.C. 20202
(202) 245-2600

Contact: Jesse Soriano, Director

This federal office is the umbrella organization for all the bilingual education programs funded under Title VII. Information about federal guidelines for program development and funding may be obtained from the Title VII state coordinators in most states. For other states, interested persons may contact the above address directly.

Programs for the Disadvantaged and Handicapped
Office of Vocational and Adult Education
Room 5636 FOB6
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-9608

Contact: Ms. Charlotte Conway, Program Analyst

Refugee Materials Center
U.S. Department of Education
324 E. 11th Street, 9th Floor
Kansas City, MS 64106

Write for bibliography: many free materials.

SWRL Research and Development
4665 Lampson Avenue
Los Alamitos, CA 90720
(213) 598-7661

Contact: Technical Assistance

The Southwest Regional Laboratory (SWRL) is one of several centers and laboratories in the United States established to deal with educational problems and issues at all levels and to maintain communications with educational, scientific, cultural, and industrial agencies. SWRL houses the National Center for Bilingual Research.

Teachers of English to Speakers of Other Languages (TESOL)
202 D.C. Transit Building
Georgetown University
Washington, D.C. 20057
(202) 625-4569

Contact: Dr. James E. Alatis, Executive Secretary

Serves teachers, supervisors, researchers, administrators, and college faculty. International organization with 61 affiliates (18 outside the U.S.).

Services provided: Annual conference, March 6-11, 1984 Houston, TX. Regional/state conferences, summer institutes, publications, and job placement information.

Materials available: TESOL Quarterly (pedagogical journal) TESOL Newsletter. Occasional list of special publications such as bibliographies, state of the art papers, classroom practices, etc.

Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706
(608) 263-4357

Write for catalogue.

APPENDIX C

Listing of Microfishe available at Bilingual Vocational Project Office

Micro Fishe

Now available for vocational instructors working with limited English speaking students.

This listing is not exhaustive of the field but representative of those materials available on free loan from the Bilingual Vocational Project Office. Other bibliographies and instructional materials are available. To obtain up to six items on a 30 day loan, write, call or visit the Bilingual Vocational Project Office, 364 Ritter Hall, Department of Vocational Education, Temple University, Philadelphia, PA 19122. (215) 787-6204.

- ED 166 441 Leamos Sobre Veinte Ocupaciones. Twenty Trades to Read About. By Robyn Lamatino and Adin Mintz [78], 161 p.
- ED 172 038 Bilingual Metric Education Modules for Post-secondary and Adult Vocational Education. Core Units, I-V (English and Spanish), Ellis Associates, Inc., 477 p.
- ED 172 569 Practical and Theoretical Concerns in Adult Vocational ESL: The Characteristics of Successful Vocational ESL Programs Crandall, Joann, [February 79], 20 p.
- ED 181 283 A Project to Provide Teacher Training and Resources for Vocational Educators of Limited English-Speaking Students: An Assessment of Needs Programs, and Instructional Resources. Final report Adams, Susan B., Taylor, Stephanie P. [June 79], 202 p.
- ED 181 284 Bibliography of Currently Available Vocational Education Curriculum Materials for Use With Students of Limited English Proficiency. Adams, Susan B., Taylor, Stephanie. Western Kentucky University, Bowling Green, Center for Career and Vocational Teacher Education [June 79].
- ED 181 320 Lets Work Together: Intervention Strategies for Learners with Special Needs. "It Isn't Easy Being Special" Res. and Dev. series No. 175 Campbell-Thrane, Lucille, Ed. Ohio State University, Columbus. National Center for Research in Vocational Education [79], 39 p.
- ED 181 323 Resources: Agencies and Organizations That Serve Special Needs. Learners "It Isn't Easy Being Special" Res. and Dev. series No. 178 Campbell-Thrane, Lucille. Ohio State University, Columbus. National Center for Research in Vocational Education [79], 47 p.
- ED 182 494 Vocational Curriculum Resources for Bilingual Students. A Guide to Print and Non-Print Instructional Materials. By R. Michael Mangano and Sarah J. Kryszak [79], 262 p.

- ED 185 363 The Employability Skills Series: Field Trial Results of a Spanish Language Version for Hispanics. Massey, Romeo M.; et al.; Florida State University, Tallahassee, Center for Studies in Vocational Education [April 80], 50 p.
- ED 186 771 Low Reading/High Interest Vocational Materials. ECCMC Special Bibliography in Vocational & Career Education. Illinois State Board of Education, Springfield East Central Curriculum Management Center [78], 13 p.
- Ed 192 039 Bilingual Vocational Educational Curriculum Development. By Anthony Lloyd and others [79], 207 p.
- ED 195 826 Monograph for Bilingual Vocational Instructor Competencies. Kirschner (EJ.) and Associates, Washington, D.C. [May 80], 124 p.
- ED 197 593 Bilingual Office Careers for Hispanics: A Curriculum Package. Newbury Junior College, Boston [78], 923 p.
- ED 197 627 A Selected, Annotated Bibliography of Materials for Teaching English to Indochinese refugee Adults (Second revised version). Adult Education Series #2: Indochinese Refugee Education Guides. English Language Resource Center Washington, D.C. [November 80], 75 p.
- ED 198 523 The Language Shaping Program (LSP) for Improving Language, Comprehension, and Thought. Manzo, Anthony V. [79], 14 p.
- ED 202 620 A Planning Handbook for Bilingual Vocational Education. Wehrs, George; Aman, Bilar. Wisconsin University, Stout, Menomonie [July 80], 108 p.
- ED 203 049 Strategies for Vocational Educators and Counselors Working Together. Gore, Jan, Ed. Career Guidance project, Tucson, Arizona [81], 193 p.
- ED 205 709 Industrial Arts Safety Guide. Cambodian, Bilingual Education Resource Series, Seattle School District 1, Washington Office of the State Superintendent of Public Instruction.
- ED 205 710 Industrial Arts Safety Guide. Chinese, Bilingual Education Resource Series, Seattle School District 1, Washington Office of the State Superintendent of Public Instruction.
- ED 205 712 Industrial Arts Safety Guide. Japanese, Bilingual Education Resource Series, Seattle School District 1, Washington Office of the State Superintendent of Public Instruction.
- ED 205 713 Industrial Arts Safety Guide. Korean, Bilingual Education Resource Series, Seattle School District 1, Washington Office of the State Superintendent of Public Instruction.

- ED 205 714 Industrial Arts Safety Guide. Thai, Bilingual Education Resource Series, Seattle School District 1, Washington Office of the State Superintendent of Public Instruction.
- ED 205 728 Serving Students With Limited English Proficiency. A Guide for Kentucky Vocational Educators. Adams, Susan B. Western Kentucky University, Bowling Green, Center for Career and Vocational Teacher Education [84], 125 p.
- ED 205 783 Multi-Cultural Competency Based Vocational Clusters. Multi-Cultural Competency-Based Vocational/Technical Curricula Series. Hepburn, Larry; Shin, Masako, Southern Illinois University, Carbondale, School of Technical Careers [June 81], 345 p.
- ED 205 789 Multi-Cultural Competency-Based Vocational Curricula VESL Guidelines. Multi-Cultural Competency-Based Vocational/Technical Curricula Series. Hepburn; et al. Southern Illinois University, Carbondale, School of Technical/Careers [June 81], 62 p.
- ED 208 212 State Evaluation of Bilingual Vocational Programs in Florida. Marangos, Mary Ann; Thomas, Hollie B.
- ED 213 458 Language Assessment for Limited English Speakers in Vocational Programs. Siefer, Nancy. Mesa Community College, Arizona [81], 22 p.
- ED 213 971 Hearings on Reauthorization of the Vocational Education Act of 1963. Part 4: Bilingual Vocational Training. Hearing Before the Subcommittee on Elementary, Secondary & Vocational Education of the committee on Education & Labor, House of Representatives. 97th Congress 1st Session on H.R. 66 [82], 57 p.
- ED 213 983 Horizon: An Overview of Vocational Education and Employment Training Services for Limited English Proficient Persons in California. Rezabek, Dale T; et al. California Advisory Council on Vocational Education, Sacramento [81], 177 p.
- ED 215 580 ESL in the Workplace: English for Specific Purposes in the Work Setting. Adult Education Series #14: Refugee Education Guide. Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center [February 82], 31 p.
- ED 218 973 Foundations & Strategies for Bilingual Vocational Education: A Handbook for Vocational-Technical Education Personnel. Bradley, Curtis H.; Friedenborg, Joan E. Center for Applied Linguistics, Washington, D.C. [August 82], 129 p.

- ED 219 495 Thomas Jefferson High School Effective Transition of the Bilingual & Bicultural Student to Senior High School. ESEA Title VII Final Evaluation Report, 1980-1981. Shore, Rima, Ed; et al. New York City Board of Education. Brooklyn, NY, Office of Education [81], 56 p.
- ED 220 634 A Plan to Develop and Compare Two Vocational Education Models for Limited English Proficiency Students. Final Report FY82 Kelly, Michael G; et al. Waubensee Community College, Sugar Grove, Ill. [June 82], 239 p.
- ED 221 068 English as a Second Language Resource Manual Volume I. Center for Applied Linguistics, Washington, DC. Southeast Asia Regional Service Center [82], 587 p.
- ED 221 069 English as a Second Language Resource Manual, Volume II. Center for Applied Linguistics, Washington, DC. Southeast Asia Regional Service Center [82], 233 p.
- ED 221 070 Cultural Orientation Resource Manual, Volume I. Center for Applied Linguistics, Washington, DC. Southeast Asia Regional Service Center [82], 762 p.
- ED 221 071 Cultural Orientation Resource Manual, Volume II. Center for Applied Linguistics, Washington, DC. Southeast Asia Regional Service Center [82], 481 p.
- ED 221 682 Arrive Annual Review of Research in Vocational Education, Springfield Department of Adult, Vocational and Technical Education; Illinois University, Urbana. Department of Vocational and Technical Education [June 80], 360 p.
- ED 221 754 Bilingual Vocational Instructor Training at California Community Colleges: A Guide to Implementation and Resources. Long, Eugene S. San Jose City College, California [October 82], 41 p.
- ED 225 360 Effective Use of the Native Language with English in Vocational Education for Limited English Proficiency Students. Menges, Patricia A.; Kelly, Michael G. [82] 13 p.

APPENDIX D

Listing of Publications available at Bilingual Vocational Project Office

Instructional Materials

Now available for vocational instructors working with limited English speaking students.

This listing is not exhaustive of the field but representative of those materials available on free loan from the Bilingual Vocational Project Office. Other bibliographies and instructional materials are available. To obtain up to six items on a 30 day loan, write, call or visit the Bilingual Vocational Project Office, 364 Ritter Hall, Department of Vocational Education, Temple University, Philadelphia, PA 19122. (215) 787-6204.

I. CAREER AWARENESS RESOURCES

Careers for Bilinguals, Vol. 1, Zelda Oppenheimer, Relatina Publications, Level: 6-Adult

Flexible text which integrates an English-skills component with a career orientation program for bilinguals. 1975

Don't Get Fired! 13 Ways to Hold Your Job, Durlynn Anema, J

Readers are offered positive, practical tips on how to be the type of worker that employers keep. 13 stories portray young employees who jeopardize their jobs by exhibiting irresponsibility, laziness, surliness, dishonesty, and other traits.

Employability Skills for ESL Students, RMC

(Workbook intended for students to use to acquire a basic understanding of the procedures and language involved in looking for a job), by Ann Pope and Michele Blatti, Wichita Public Schools, Wichita, Kansas, (Title IV-C grant from SEA, Kansas), English, 100 pages, 100.878.

English for Careers, RP

A series of well-planned, career-related ESL texts. Meant either for students about to specialize in one of the occupations listed or for professionals already in the field, this wide-ranging series gives a general introduction to the subject matter, highlighting particular concerns and career opportunities in the area.

1. The Language of Computer Programming in English
2. The Language of Hotels in English
3. The Language of Restaurants and Catering in English
4. The Language of Hospital Services in English
5. The Language of Civil Engineering in English
6. The Language of Electrical and Electronic Engineering in English
7. The Language of Mechanical Engineering in English
8. The Language of Medicine in English

English for Your Job: A Beginning Vocational ESL Textbook.

Prince, David, Gage, Julia, Full, Kris. Ill. Rygg-Nordell, Indochinese Materials Center, U.S. Department of Education, 324 East 11th Street, 9th Floor, Kansas City, Missouri 64106.

Designed for use with adult Indochinese refugees with limited English-speaking ability, this beginning vocational English as a second language (ESL) textbook aims to prepare students for entry-level work positions in assembly, sorting,

and maintenance, by providing instruction in both language and basic skills that are relevant to these jobs. The text explores worker tasks (such as assembly, sorting, and checking quality) and work language (such as verbal and nonverbal directions). 1980, 130 pages.

How to Write Yourself Up, John D. Wool, FER

Instruction and practice in writing friendly and business letters; filling out job application forms; applying for credit, Social Security, installment buying; completing forms relating to banking, postal and income tax.

Inventory of Interests: English and Spanish, Inter-American Series (Serie Inter-Americana)

Guidance Testing Associates, San Antonio, Tex. Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

This inventory, written in both English and Spanish, is designed for use by counselors of adolescents and adults seeking vocational advice. It lists 136 occupations and 56 subjects for study in school, college, or other institutions. The person taking the inventory states his degree of interest or lack of interest in each occupation or subject listed. 1971.

I Want A Job Transparencies, FER

Fifteen transparencies designed to teach specific skills in applying for and getting a job. Transparencies include:

- I Want A Job
- Birth Certificate
- Birth Certificate Should Be Kept In A Safe Place
- My Social Security Card
- When I have filled Out My Form
- Where Can I Go To Find A Job?
- If I Cannot Find A Job Through Friends
- To Get A Job I Must Fill Out An Application Blank
- What Is An Interview?
- I Will Want To Wear The Right Clothes
- The Way I Speak In An Interview Is Important
- I Must Be Prepared To Answer Certain Questions
- Work Permits And Health Certificates
- My Parent Or Guardian May Have to Fill Out A Card
- I Want To Keep My Job

One set of fifteen I WANT A JOB Transparencies and one student workbook.

Job Behavior, RMC

(Describes some of the problems and misunderstandings that SE Asian refugees have encountered while working in the U.S., case studies), Heartland Area Education Agency, Ankeny, Iowa, Vietnamese & English, 12 pages, 220.223, Laotian and English, 12 pages, 420.91.

Job Discrimination, RMC

(Discussion of what is, and what is not, considered discrimination, includes case studies), Heartland Area Education Agency, Ankeny, Iowa, Laotian & English, 11 pages, 420.076, Vietnamese and English, 11 pages, 220.238.

People Working Today, J

These ten books focus on the efforts of teens in getting and keeping a first job. Based on realistic experiences of today's working teens, these high-interest, low-vocabulary stories introduce your students to the world of work.

Alex on the Grill, Janet the Hospital Helper, Johnny at the Circuits, Kerry Drives a Van, Laura Cares for Pets, Bob the Super Clerk, Jester the Bellhop, Julie at the Pumps, Larry the Logger, and Tony the Night Custodian.

Job Hunting Know-How For Beginners, RMC

(Helpful hints about where to look and how to prepare for a job), Heartland Area Education Agency, Ankeny, Iowa, Laotian, 19 pages, 420.094.

Preparing For A Job Interview, John D. Wool, FER

Planning and preparing for employment interviews. Partial contents: job selection, application forms, personal preparations for a good impression, dressing for an interview, directions and review exercises.

Self Appraisal, RMC

(Help for self appraisal of job interests), Heartland Area Education Agency, Ankeny, Iowa, Vietnamese, 5 pages, 220.224, Laotian, 5 pages, 420.090.

II. PRE-VOCATIONAL AND VOCATIONAL RESOURCES

Basic Concepts in Drafting For Spanish-Speaking Students, CPC

These manuals are intended as a supplement for use in a college drafting course. The Student Manual which is written in Spanish contains basic concepts of the what and how of technical drawing, including: drawing tools, geometric construction, kinds of lines, kinds of drawings, sectionals and auxiliary drawings. A glossary of technical terms completes the material which is extensively illustrated. The Teacher's Manual provides four unit plans which describe the content outline, student objectives, teaching strategies, materials and evaluation procedures. 1980

Bilingual Metric Education Modules for Post-secondary and Adult Vocational Education. Core Units, I-V, Ellis Associates, Inc., ERIC

Instructional units on the metric system of weights and measures are provided in this document designed for use with bilingual students in post-secondary and adult vocational education programs. (English and Spanish), ED 172.038.

A. Auto Mechanics & Auto Body

Auto Mechanics

1. Language Development Workbook. ED 199 486. (57 pp.), ERIC
2. Safety. ED 199 487. (41 pp.), ERIC
3. Ignition System. ED 199 488. (44 pp.), ERIC
4. The Automotive Fuel System. ED 199 489. (44 pp.), ERIC
5. The Automotive Electrical System. ED 199 490. (50 pp.), ERIC
6. Automotive Transmissions. ED 199 491. (44 pp.), ERIC
7. Sunscope. ED 199 492. (76 pp.), ERIC

Auto Body

1. Beginning Auto Body. ED 199 493. (73 pp.), ERIC
2. Tools and Equipment. ED 199 494. (70 pp.), ERIC
3. Basic Metal Repair. ED 199 495. (48 pp.), ERIC
4. Auto Body Welding. ED 199 496. (38 pp.), ERIC

B. Business, Accounting, Data Processing

Bilingual Office Careers for Hispanics: A Curriculum Package, Newbury Junior College, Boston, ERIC

Represents a program guide for preparing Spanish-speaking students to become bilingual secretaries or to otherwise put their bilingual skills to use in the office. 1978

Bilingual Word Processing Curriculum Development Project, Final Report, Essex County College, Newark, NJ

Incorporating the parallel use of English and Spanish throughout, these products were designed primarily for students enrolled in a word processing course utilizing CRT text-editing equipment. 1980, 21 pages.

Practicas De Oficina/Office Practice, Diaz Zayas and Benitez de Avila, SW

Secretarial students are sure to benefit from this career-oriented text that covers the job tasks and responsibilities of a secretary. Word processing, letter writing, data processing, typewriting reports, and rapid communication services are just a few of the topics covered. (Spanish)

Secretarial English, Donald A. Sheff, RP

For the modern secretary, or anyone who needs to learn correct written English, here is a book to study and keep handy for reference. It covers the basics of English grammar and explains troublesome areas such as "from vs. than," "beside vs. besides," etc. One chapter focuses on common errors, another on punctuation. Each chapter ends with an exercise that reviews all the new items introduced. A comprehensive index is included.

C. Industrial Arts

Machine Shop Fundamentals, CPC

Designed for limited English proficiency students who are enrolled in machine tool technology courses or who are preparing to enroll in manufacturing trades courses. Vocational and VESL instructor manuals and native language supplements in Spanish, Vietnamese, and Laotian are also available. 1982

1. Machine Shop Fundamentals: Part I
2. Machine Shop Fundamentals: Part I, Student Workbook
3. Machine Shop Fundamentals: Part II
4. Machine Shop Fundamentals: Vocational Instructor's Manual
5. Machine Shop Fundamentals: VESL Instructor's Manual
6. Machine Shop Fundamentals: Native Language Supplement (Spanish)
7. Machine Shop Fundamentals: Native Language Supplement (Vietnamese)
8. Machine Shop Fundamentals: Native Language Supplement (Laotian)

Shop Safety, CPC

A brief unit to instruct students on safety rules when working in the general shop. Unit is at a low level, appropriate for students with limited English proficiency.

Welding Program, CPC

This student workbook is designed to help LEP students practice the language of welding. It is organized around 16 lessons which are keyed to the Hobart texts, SHIELDED METAL-ARC WELDING AND OXYACETYLENE WELDING, CUTTING AND BRAZING. 1981

D. WoodWorking and Carpentry

Concepts of Carpentry: Vietnamese-English, Concepts (Series). Wehrs, George, Wisconsin Univ. - Stout, Menomonie. Bilingual Vocational Training Project. Governor's Office of Employment and Training, Menomonie, Wis.

Concepts of carpentry are the focus of this bilingual Vietnamese-English textbook, designed for limited English proficiency (LEP) students in vocational training programs. The subject matter presented grows in complexity, but detailed explanations of methods and skills are not given. The text is divided into units by concepts, such as measurement, materials, foundations, and framing. Within each concept area are the following: (1) a key word list, (2) a reading that explains the concept using terms from the key list, (3) a dialogue simulating a discussion of the concept, (4) review questions, and (5) a section which provides practice on the new grammatical structures found in the readings.

Woodworking Safety Instructions, RMC

Instructions for operation of major machines and tools related to the woodworking curriculum. Contains pictures of machines with parts labeled. Beaverton School District #48, Beaverton, Oregon, English & Laotian, 70 pages, 420.043, English and Vietnamese, 70 pages, 202.142, English and Cambodian, 70 pages, 320.033.

Woodworking Safety Tests, RMC

Safety tests for woodworking curriculum, Beaverton School District #48, Beaverton, English and Laotian, 93 pages, 420.044, English and Vietnamese, 94 pages, 220.193, English and Cambodian, 92 pages, 320.034.

III. VESL

Adult Vocational ESL. Language in Education: Theory and Practice, No. 22. By Jo Ann Crandall.

Covers the following areas: (1) language content, (2) program design, and (3) materials development. 1979, 67 pgs.

A Guide to Man-power/Vocational ESL, Indochinese Refugee Education Guides. Adult Education Series No. 8. Center for Applied Linguistics and the National Indochinese Clearinghouse and Technical Assistance Center.

Contains information on how to create successful programs and curricula in vocational English as a second language for adult non-English speakers living in the U.S. 1979, 66 pages.

Culinary Arts Restaurant Management, CPC

This VESL instructor's guide was designed to help LEP students succeed in a college food production course. The vocabulary, reading, and grammar lessons are based on usage in the text, THE PROFESSIONAL CHEF. Student worksheets and clear instructions are provided, allowing for independent use by student. 1980

Developing VESL Materials for the Job-Site. (Second Ed.), NEC

Information on the functional approach to VESL, interview instruments for language-gathering, steps for conducting factory tours and staff interviews, and sample lessons for 6 different types of jobs.

English as a Second Language/Small Engine Mechanic.

Wesselius, Malin. 1977. Gateway Technical Institute. 18 pages.

English as a Second Language/Nursing Assistant Preparation Unit: English Version.

Wesselius, Malin and Kesten, 1977. Gateway Technical Institute. 60 pages.

English as a Second Language/Automotive Mechanics Preparation Unit: English Version.

Wesselius, Malin and Denning, 1977. Gateway Technical Institute. 64 pages.

Machine Tool Operations Training Unit: English and Spanish Versions.

Wesselius, et al. Gateway Technical Institute, 1978. 111 pages.

English in Mechanical Engineering, Eric H. Glendinning. Gateway Technical Institute

Handbook for the VESL Teacher. NEC

Designed to help VESL teachers develop lesson plans and materials.

VESL for Drafting, CPC

These materials are designed to teach basic job related English for drafting and job seeking language to LEP students. The teacher's guide begins with suggestions for teaching a multi-level ESL class. The remainder provides lesson plans. A partially annotated bibliography of professional reference materials is also included. 1981

VESL Guidelines, CPC

VESL GUIDELINES contains information on how and why VESL as an approach system is executed in the development of the Multicultural Competency-Based Materials as well as suggestions on how this approach system can be replicated by others.

The Vocational ESL Handbook. Friedenber, Joan E., and Bradley, Curtis H., Rowley, MA, Newbury House Publishers, Inc., 1984

You Can Make Pudding, RMC

(To give non-English speaking students introduction to the vocabulary of American convenience foods as well as their first experience with convenience foods), simple English with illustrations, large printing, from: ESL for Refugees in North Dakota, Dickinson, N. Dakota, (Barbara Korpí and Tim Cook), English, 7 pages, 100.889.

A. Dictionaries

Electricity and Electronics Dictionary, (TU DIEN & DIEN TU), VBS English and Vietnamese, 252 pages, 220.165.

English Vietnamese Popular Mechanical Glossary (TU DIEN Co KHI THONG DUNG ANH VIET, VBS English and Vietnamese, 220.164, 121 pages.

Glossary of Heating and Air Conditioning: Vietnamese-English Versions. Concepts (Series). Wehrs, George. Wisconsin Univ. - Stout, Menomonie. Bilingual Vocational Training Project.

This Vietnamese-English glossary of terms used in the heating and air conditioning trades is designed for limited English proficiency (LEP) students in vocational training programs. The glossary can be used as a supplement for existing vocational textbooks or as an instrument of career awareness for LEP students. Spanish and English, 1979.

Glossary of Key Words: Clothing Services, Food Services, Heating-Air-Conditioning, Radio-T.V. Repair, Welding, Vocational-Technical Curriculum Laboratory, Rutgers - The State University, Five separate books. Intermediate to advanced. Contains lists of technical vocabulary for respective areas. Each word has 2 definitions - the first is more difficult and specific; the second, general and easier to understand. Sentences containing target words also provided. 1973

Glossary of Welding: Spanish-English. Vietnamese-English, Concepts (Series). Wehrs, George. Wisconsin Univ. - Stout, Menomonie. Bilingual Vocational Training Project.

This Spanish-English glossary of terms used in the welding trade is designed for limited English proficiency (LEP) students in vocational training programs. The glossary can be used as a supplement for existing vocational textbooks or as an instrument of career awareness for LEP students. 1979

IV. PROFESSIONAL REFERENCES

Assessing Successful Strategies in Bilingual Vocational Training Programs. Troike, Rudolph C., and others.

Report to the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs. Rosslyn, VA: InterAmerica Research Associates, Inc., National Clearinghouse for Bilingual Education, 1981.

Bilingual Vocational Instructional Materials: Evaluation, Modification, and Development. Friedenber, Joan E., and Bradley, Curtis H., CAL

Bilingual Vocational Training with Trainers and Trainees: Concepts and Applications, RMC

(Booklet transmitting innovative techniques and approaches necessary for bilingual skills training for adults and out-of-school youth), By Dennis Sayers, University of Hartford, from State Dept. of Education, Hartford, CT., English, 45 pages, 100.885.

Educating Personnel for Bilingual Settings: Present and Future.
Francis X. Sutman, Eleanor Sandstrom & Francis Shoemaker. American
Association of Colleges for Teacher Education with Multilingual
Education Resource Information and Training Center Temple University.
1979

Foundations and Strategies for Bilingual Vocational Education: A
Handbook for Vocational-Technical Education Personnel.
Bradley, Curtis H., and Friedenberg, Joan E., Washington, DC:
Center for Applied Linguistics, August, 1982

Identification and Assessment of Limited English Proficient Students in
Vocational Education: A Handbook for Procedures, Techniques, and
Resources, CPC

This handbook is designed to help teachers, administrators, counselors
and others, in identifying, assessing and placing limited English
proficiency students in vocational education. The handbook contains four
sections covering identification, referral process, assessment and uses
of the assessment information. Each section provides an overview,
suggested procedures and reference to appropriate resources. A major
part of this document is the appendix section which includes sample
resources and an extensive, descriptive list of testing instruments to
assess language proficiency, vocational interests and aptitude, career
development or maturity, and general achievement levels.

Identification, Assessment, and Placement of Limited English Proficiency
Students in Vocational Education. Cordova, Rose Mary
University of Illinois, 1981

Information Packet for Bilingual Vocational Programs. National
Clearinghouse for Bilingual Education, Rosslyn, VA 1980

Limited English Proficiency Students in Vocational Education: A Handbook
For Vocational Educators, CPC

Designed to assist vocational teachers with mainstreamed LEP students at
the secondary and post-secondary level. It includes a listing of
suggested teacher competencies, several major strategies to be used in
teaching LEP students, and detailed descriptions of resources available
to assist vocational teachers.

Manual for Instructors, Bilingual Vocational Training Programs, RMC
(Teachers manual for Bilingual Vocational Training), includes:
Vocational Area, Related Skills Area, Job-specific ESL Area and Life
Skills Area, State Dept. of Education, Hartford, CT, English, 35 pages,
100.886.

Meeting the Needs of Limited English Proficient Students, Suggestions for
Educators, RMC, Barbara Van Ausdall,
(Handbook for school administrators, classroom teachers and ESL teachers
giving suggestions on meeting the educational needs of LEP students),
100.884.

A Monograph for Bilingual Vocational Instructor Competencies.
Brady, Mary Ella, and Peterson, Morris.

Report to the U.S. Department of Education, Office of Vocational and Adult Education, submitted by Kirschner Associates, Inc., Washington, DC, Los Angeles, CA: National Dissemination and Assessment Center, California State University, Los Angeles, 1981

Multicultural Competency-Based Vocational/Technical Curricula, CPC
Curriculum material to assist persons working with limited English proficient persons in vocational education. Each of the items in the series contains a competency-based curriculum in ESL with program introduction, outline, and lexicon of technical terms in English, Laotian, and Spanish. 1981

1. Food Service
2. Maintenance Mechanic
3. Autobody Repair
4. Automotive Mechanic
5. Fiberglass Technician
6. Machine Trades
7. Combination Welding
8. Clerical Cluster

Pre-Service Training for Vocational Teachers of the Limited English Speaking, CPC

Intended for supplementary use in existing secondary and adult education methodology course offerings. The materials include the following parts: (1) generic instructional packets for awareness of the language and culture-different student, (2) specialized packets in business education, home economics, and industrial technology, and (3) selected annotated bibliography and selected review of the literature of the limited English speaker in mainstream vocational education. 1982

Serving Limited English Proficient Students in Vocational Education: Inservice Resource Guide, CPC

This guide is a resource for individuals interested in or responsible for inservice staff development activities related to career and vocational education for LEP youth and adults. It is organized into three major sections: 1) Principles and Guidelines for Planning and Managing Inservice Activities, 2) Inservice Presentations, and 3) Inservice Resources. 1982

Strategies for Using External Resources in Bilingual Vocational Training Programs: A Guide for Program Planning and Operation. Peterson, Morris, and Berry, Dale W.

Report to the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, submitted by Kirschner Associates, Washington, D.C., Los Angeles, CA: Evaluation, Assessment and Dissemination Center, California State University, Los Angeles.

Successful Strategies in Bilingual Vocational Training. InterAmerica Research Associates, Inc., Rosslyn, VA, 1981

Testing and Ethnic Minority Students: An Annotated Bibliography, Vasquez, James A., and others. Rosslyn, VA.
National Clearinghouse for Bilingual Education, 1981

Vocational Education for the Limited English-Speaking: A Handbook for Administrators, CPC

A guide to assist vocational administrators and other educators in designing vocational education programs which meet the special needs of limited English-speaking persons. 1979

Vocational Programming for the LEP, CPC

Resource material to assist persons seeking to provide vocational programming and services for students with limited English proficiency.

Vocational Training for LEP's: Ten Tips for Teachers. Bradley, Curtis H., and Friedenber, Joan E., Sound/Color Filmstrip. Washington, DC Center for Applied Linguistics, 1983

The following information packets are available.

General information on bilingual education
Bilingual vocational education
Indochinese programs and resources
Greek
Effectiveness of bilingual education
Parental involvement
Korean
Arabic

V. BIBLIOGRAPHIES

Bibliography of Bilingual Materials for Career/Vocational Education, CPC

A bibliography for career and vocational education related holdings from the library collections at the Bilingual Education Service Center. It is designed for use by counselors, vocational instructors and ESL teachers. 1980

Bibliography of Currently Available Vocational Education Curriculum Materials for Use with Students of Limited English Proficiency. Adams, Susan B.,

Taylor, Stephanie. ED 181 284, ERIC
Western Kentucky University, Bowling Green, Center for Career and Vocational Teacher Education [June 79].

Bilingual Vocational Education Library Bibliographical List, RMC

(Bibliographical listing of material on Bilingual Vocational Education), includes materials on Adult Education, Assessment Career Education, Counseling and Guidance, Cultural and Multicultural, etc., from State Dept. of Education, Hartford, CT., English, 74 pages, 100.888.

Bilingual Vocational Instructional Materials: Curriculum Development Resources and Priority Areas, RMC

(Resource bibliography, includes: Agriculture Education, Distributive Education, Health Occupations, Home Economics, Industrial Arts, Business and Office Occupations, Technical Education, etc.), Bilingual Vocational resources in many languages by Dennis Sayers, University of Hartford, from State Dept. of Education, Hartford, CT., English, 108 pages, 100.887.

Vocational Curriculum Resources for Bilingual Students. A Guide to Print and Non-Print Instructional Materials. By R. Michael Mangano and Sarah J. Kryszak. ED 182 494, ERIC

Contains instructional checklists for resources identified in the following areas: auto mechanics, basic math skills, basic reading skills, business education, career education, carpentry, custodial and maintenance, and more. 1979

Offline Computer Search, NCBE

Vocational Bilingual Education, 156 pages, 214 citations, BEBA & ERIC, 1982

Bilingual Materials

East Central Network/Illinois Vocational Curriculum Center. ECN/IVCC, Sangamon State University, E-22, Springfield, IL 62708 (217/786-6375 or toll-free in Illinois 800/252-8533).

VI. CULTURAL BACKGROUND AND LANGUAGE SUPPLEMENTS

*Limited English Proficiency Students in Wisconsin:

Cultural Background and Educational Needs

Part I Hispanic Students (Mexican and Puerto Rican)

Part II Indochinese Students (Hmong and Vietnamese)

Part IV Hispanic Students (Cuban)

Indochinese Students (Cambodian)

Native American Students (Chippewa)

*Perspectives on a Cross-Cultural Problem

Getting to Know the Vietnamese

*Glimpses of Hmong History and Culture

*The Hmong Highlanders and Lao Lowlanders

*The Resettlement of Indochinese Refugees in America: A Resource Manual for Educators

*Vietnamese - English Glossary of Math terms, Grades 7&8

*English - Vietnamese Scientific Terminology for High School and Junior College Students

*Teaching English Structures to the Vietnamese

*U.S. History: A Vietnamese Supplement

*Physics: A Vietnamese Supplement

*Chemistry: A Vietnamese Supplement

*Biology: A Vietnamese Supplement

*Mathematics: A Vietnamese Supplement

*Mathematical Symbols, Leo-English

*Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53702 (608) 266-3390

VII. BILINGUAL EDUCATION

Describing Bilingual Education Classrooms: The Role of the Teacher in Evaluation. Andrew D. Cohn. 1980
Directory of Computerized Resources in Bilingual Education. 1982
Guide to State Education Agencies. 1982
Guide to Publishers and Distributors Serving Minority Languages. 1980
Guide to Microcomputer Courseware for Bilingual Education and Related Settings.
Research Evidence for the Effectiveness of Bilingual Education.
Rudolph C. Troike. 1978
The Bilingual Education Act. 1978
The Bilingual Education Act: A Legislative Analysis. Arnold H. Leibowitz. 1980
The Condition of Bilingual Education in the Nation. 1982

Available from:

The National Clearinghouse for Bilingual Education
1555 Wilson Boulevard
Suite 605
Rosslyn, VA 22209 (703) 522-0710
(800) 336-4560